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THE EDUCATION OF PRIMARY TEACHERS IN INDIA

STATE INSTITUTE F EDUCATION

REPORT OF THE FIRST NATIONAL SEMINAR

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MINISTRY OF EDUCATION, GOVERNMENT OF INDIA

REPORT OF THE FIRST NATIONAL SEMINAR

ON

THE EDUCATION OF PRIMARY TEACHERS IN INDIA

Vigyan Bhavan, New Delhi
(3rd to 10th October, 1960)

STATE INSTITUTE OF EDUCATION
BANGALORE

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FOREWORD

The programme of improving the training of Primary teachers has been given a high priority in the third Five-Year Plan. As a measure of preparation for the same, the Ministry of Education undertook a survey of training institutions for Primary teachers in all States and Union Territories. The results of this study have been given in Appendices I and II of this Report. Appendix I surveys the existing position with regard to recruitment, service conditions and training of Primary teachers and Appendix II makes a comparative study of thirty different syllabi for Primary teacher training schools which are in vogue in the country at present. Both these studies were discussed by the First National Seminar on the Education of Primary Teachers in India which was held in New Delhi from October 3 to 10, 1960. All the States and Union Territories participated in the Seminar which made a very useful contribution to the study of the problem. This Report of the Seminar, therefore, is the basic document in the light of which further studies and important programmes of teacher training would be undertaken in the third Five-Year Plan.

I take this opportunity to convey the thanks of the Ministry of Education to the State Governments and Union Territories which collaborated in this study. I also thank Shri D. I. Lall and Dr. E. A. Pires for their valuable investigations.

MINISTRY OF EDUCATION,
NEW DELHI;
August 15, 1961

PREM KIRPAL
Secretary and Educational Adviser
to the Government of India

1. PROGRAMME OF THE FIRST NATIONAL SEMINAR ON THE EDUCATION OF PRIMARY TEACHERS IN INDIA

Monday, 3-10-1960

10-00 A.M. to 1-00 P.M.	Registration of participants and informal discussion.
4-00 P.M. to 5-00 P.M.	Inauguration of the Seminar by Dr. K. L. Shrimali, Union Minister for Education.

Tuesday, 4-10-1960

9-30 A.M. to 12-30 P.M. and 2-30 P.M. to 5-30 P.M.	General discussion of the reports prepared by the Ministry of Education. Break up into two groups to study and discuss the different problems of the Education of Primary School Teachers.

Wednesday, 5-10-1960

Thursday, 6-10-1960

Friday, 7-10-1960

10-00 A.M. to 1-00 P.M. and 3-00 P.M. to 6-00 P.M.	Group discussions: Preparation of group reports and recommendations and their submission to the Director.

Saturday, 8-10-1960	Visit to historical places in Delhi.

Sunday, 9-10-1960

9-30 A.M. to 12-30 P.M. and 2-30 P.M. to 5-30 P.M.	General discussion.

Monday, 10-10-1960

10-00 A.M. to 1-00 P.M.	General discussion.

2. WORKING PAPER

The first National Seminar on the Education of Primary Teachers was held at New Delhi from 3rd to 10th October, 1960. Shri J. P. Naik, Adviser, Primary Education, was the Director of the Seminar and Shri D. I. Lall, Assistant Educational Adviser, was the Secretary. The agenda of discussion is given below:

I. Problems of the Education of Primary Teachers in India

1. *The minimum qualifications of general education prescribed for recruitment as Primary Teachers or for admission to training institutions—*

(a) What is the existing position in the different States?

(b) Can the minimum qualifications be relaxed where permissible and under what conditions?

(c) Is it desirable and practicable to adopt the ultimate target proposed—Matriculation *plus* two years of professional education?

(d) What measures should be adopted to reach the ultimate target?

(e) What phased programme should be prepared for the purpose?

2. *Recruitment for Service as Primary Teachers—*

(a) What are the existing recruitment procedures in the different States?

(b) What are the difficulties experienced in or shortcomings of existing procedures, if any?

(c) Do the existing procedures result in the selection of proper candidates?

(d) Are the right type of persons attracted to the profession in adequate numbers?

(e) What are the proposals for the reform of recruitment procedures?

3. *Selection of Teachers/Freshmen for Admission to Training Institutions—*

(a) What are the existing practices in allocation of available seats to teachers in service and freshmen; defects of existing practices, if any; proposals for reform in existing practices?

(b) What are the principles, machinery and procedure for selection of teachers for admission to training institutions; defects in existing principles, machinery and procedure, if any; proposals for reforms?

(c) What are the allowances, facilities and concessions allowed to Primary school teachers/freshmen while under training; proposals of reform in these, if any?

4. *Duration of the Training Course—*

(a) What is the existing duration of the training course from area to area?

(b) Is it feasible and desirable to raise the duration of the training course to two years generally and even for those who have completed the Higher Secondary or any other equivalent and higher course?

(c) Should the duration of the training course be, say three to four years, in the case of persons recruited with lower qualifications?

(d) Difficulties in raising the duration to two years or more, where necessary; methods to overcome them.

5. *Levels of Training—*

(a) What is the existing position in different States?

(b) How far is it desirable to put matriculates and non-matriculates together for training?

(c) How can this practice be stopped where it exists?

(d) What essential differences have to be made between the training of matriculates and those who are recruited with higher or lower qualifications?

6. *Size of a Training Institution—*

(a) What is the existing position in different States—extent of variation from area to area?

(b) What should be the optimum size of an institution? What are the implications of optimum size?

(c) Why is it necessary to determine the optimum size of a training institution?

(d) What are the factors which determine the size of an institution; how should they be combined together to give us the optimum size?

(e) What should be the extent of variation desirable in the optimum size?

(f) Into how many units should a training institution be divided? What should be the optimum size of each unit?

7. *Staffing—*

(a) How should the staff requirements of training institutions be determined? What are the factors to be taken into consideration in this respect?

(b) What should be the teacher-pupil ratio in these institutions? What is the existing position in this respect?

(c) What should be the qualifications of the staff and what is the existing position in this respect? What difficulties are faced in getting staff for these institutions? What type of experience should these teacher-educators have before joining these institutions?

(d) What should be the workload of the staff and how can it be measured? How should supervisory work be equated with actual teaching work?

(e) What facilities and incentives should be offered to the teachers of these institutions to enable them to put in their best efforts?

(f) How and to what extent is inter-change between the staffs of the training institutions and of schools or of inspecting staff desirable and feasible?

(g) Is the staff of the training institutions adequately qualified at present? If not, why?

(h) What arrangements are necessary to get properly qualified staff for training institutions?

8. *Content of Training*—

(i) (a) What is the existing position in this respect?

(b) What should be the content of these courses? What are the factors which should determine these courses?

(c) How and in what direction do the existing courses need improvement?

(d) What time should be allotted to different courses/activities? What activities should be emphasised more than others and why?

(ii) (a) What are the shortcomings of the existing procedures for practice teaching? How can they be removed?

(b) How much time should be devoted to practice teaching? How many lessons should a trainee give in the course of training?

(c) Should a practising school be an integral part of a teacher training institution? If so, should practice teaching be confined only to this institution?

(d) How should notes of lessons be prepared? How should they be presented?

(e) What place should be assigned to demonstration lessons? What time should be devoted to them?

(f) When should the practice teaching start in the training course?

(g) How can supervision of practice teaching be improved?

(iii) (a) What is the existing position regarding craft teaching and what are its defects?

(b) What are the standards of attainment in craft teaching?

(c) What are the minimum qualifications essential for craft teachers?

(d) How many crafts should be taken up by the trainees? How much choice should be allowed in the selection of crafts?

(e) How much time should be devoted to craft work?

(f) Is it desirable to expect trainees to acquire some minimum standard in craft work before they join training institutions? If so, how can this be assessed?

9. *Basic and Non-Basic*—

(a) What is the existing position regarding types of training—Basic and Non-Basic?

(b) How far is it desirable to have only one system of training? What should be the target in this respect?

(c) What is the best way of achieving this end? Should old and traditional type of institutions be closed down and new ones started or should the old ones be converted into the Basic pattern? How will either of these solutions apply to your State?

(d) How much expenditure will be involved for the change-over to one pattern?

10. *Buildings*—

(i) (a) What is the existing position in different States?

(b) What are the minimum essentials in respect of buildings for these institutions? How many buildings of the existing institutions come up to these standards?

(c) What type of building would serve the purpose of craft-work?

(d) How can the minimum requirements in respect of buildings be determined?

(e) What are the criteria to determine the adequacy of a building?

(f) How can multiple-use of space be encouraged in these institutions? What other measures are desirable to effect economies?

(g) Should these institutions have quarters for members of the staff? If so, for how many?

(ii) (a) What should be the area of the campus per trainee? What should be the minimum area in this respect irrespective of the numbers?

(b) What should be the area of the playgrounds for the trainees?

(c) What type of games should be organised?

(d) Should competitions amongst trainees be encouraged? If so, how can they be made most effective and fruitful?

(iii) (a) What facilities should be allowed to resident students? What are the minimum essentials in this respect?

(b) What are the main shortcomings of the hostels for trainees?

(c) What should be the enclosed, covered and open area in hostels per trainee?

(d) How can corporate life be best developed?

(e) Should residence be compulsory for everybody for the whole course?

11. *Equipment*—

(i) *Necessity and Scope*—(a) Why is it essential to equip the training institutions properly? To what extent are the existing institutions adequately equipped?

(b) What are the minimum essentials in respect of teaching aids, audio-visual and craft equipments for the training institutions?

(ii) *Library*—(a) Should each training institution have a separate library?

(b) How can it be determined that the library of an institution is properly equipped?

(c) What facilities should be provided for the issue and return of books?

(d) Should certain books have multiple copies?

(e) Should there be a separate teachers' section in the library?

(f) For how many hours should the library be kept open?

(g) How will you develop proper reading habits amongst the trainees?

(iii) *Laboratories*—(a) Should each training institution have a separate laboratory? If so, what should be its minimum equipment?

(b) What type of equipment should it have?

(c) What should be the maximum strength of a group for practical work?

(iv) What should be the initial amount which will suffice for the equipment of a teacher training institution?

(v) What should be the recurring grant for different activities, crafts, library, laboratory, games, etc.?

12. *Methods of Teaching*—

(a) What is the existing position in this regard at present? What are the main shortcomings of these methods? How can they be removed?

(b) What methods should be followed in these institutions? What place should be assigned to activity in these methods?

(c) To what extent are the fundamental techniques of Basic education practised in the practising school? What facilities are there for experimental work?

(d) Do the teachers of training institutions keep a regular record of the work done? If so, how is it maintained? How often is it checked up?

(e) To what extent is there a gap in the theory that is taught in the training institutions and the way in which it is practised? What are the main weaknesses in this respect? What are the reasons for the shortcomings? How can they be removed?

13. *Examinations*—

(a) Existing position in the States.

(b) Who should conduct the final examination of these institutions?

(c) What place should be assigned to internal and external assessment? What place should be assigned to traditional type of examination and to the new type of examination?

(d) How can work done in the course of training be assessed and taken into account for final assessment? How can this assessment be made objective?

(e) Value of cumulative records and how they should be kept.

(f) How can self-appraisal be encouraged?

14. *Women Teachers*—

(a) What factors are responsible for the low percentage of women teachers? What steps should be taken to remove the difficulties?

(b) What target should be fixed for the percentage of women teachers at the end of the third Five-Year Plan?

(c) Should all teacher training institutions be co-educational?

(d) What special incentives should be provided to women teachers to join the profession in increasing numbers?

15. *Administrative and Supervisory Arrangements*—

(a) Should the inspection of training institutions be entrusted to the District or Divisional Inspectors of Schools or should it be made the responsibility of a special officer?

(b) What measures should be adopted to see that supervision of training institutions is good and objective?

16. *In-service Training*—

(a) To what extent are facilities for in-service training available in the existing institutions? Why are these facilities so poor?

(b) What targets should be laid down in this respect?

(c) What expenditure would be involved per institution for the purpose? What additional facilities would be needed in respect of staff, equipment, etc.?

(d) Could these courses be conducted throughout the year or during summer vacation only?

17. *Wastage*—

(a) What is the extent of wastage in teacher training institutions? What factors are responsible for this?

(b) What is the pass percentage of trainees in the final examination? What should be the target in this respect?

(c) What is the extent of trainees who receive training but do not join the profession?

(d) What steps should be taken to eliminate wastage in our training institutions and reduce the number of drop-outs from the profession later on?

II. Proposals for Expansion in the Third Five-Year Plan

(a) What is the existing position of trained teachers in the different States; what would be the percentage of trained teachers by the end of the second Plan?

(b) What should be the target of trained teachers at the end of the third Plan?

(c) What additional facilities are necessary to realise the target? Will enough staff and trainees be available for these institutions?

(d) What expenditure would be involved? Give its detailed break-up.

(e) How many institutions were started in each State in the years 1959—61 under the Ministry of Education scheme of expanding facilities for the training of Primary school teachers? What amount was spent thereon? What amount will be required for their continuance in the third Five-Year Plan?

III. Planning and Location of Training Institutions

(a) What are the existing practices in this respect?

(b) What are their defects?

(c) What factors should be taken into consideration in deciding upon the location of training institutions?

IV. Qualitative Improvement

(a) What are the main shortcomings of our institutions?

(b) What are the proposals for reform?

(c) What is the amount of expenditure involved?

V. Standardised Expenditure Returns

(a) What is the existing position in this respect and what are its difficulties?

(b) What items should be included in the returns?

VI. Grant-in-aid to Private Institutions for Training of Teachers

(a) What is the existing position in this respect?

(b) What are its difficulties?

(c) What are its proposals for reforms?

VII. Special Projects Contemplated

(a) UNICEF assistance for the training of Primary school teachers.

(b) Pilot Project for qualitative improvement of teacher education at the Primary stage.

(c) Orientation of school teachers in community development.

(d) Commonwealth scholarships scheme for the training of teacher-educators.

(Brief notes on the above proposals are being circulated for the information of participants).

VIII. Any Other Item Proposed by the Participants or the Ministry of Education and Approved by the Director

3. SUPPORTING DOCUMENTS CIRCULATED TO THE DELEGATES

The Ministry of Education had prepared a detailed study on the existing conditions in respect of the training of Primary teachers in every State of the Union (except Jammu and Kashmir for which data were not available) and the Union territories. A synopsis of these papers will be found in Appendix I.

In addition to these, detailed notes, as given below, were circulated on Item VII of the preceding Section.

Item VII(a) UNICEF Assistance for the Training of Primary School Teachers

1. *Direct Assistance*—In the past, the United Nations International Children's Emergency Fund—UNICEF—assistance was channelled only to health programmes, although the possibilities of entering into the educational fields were never lost sight of. Recently, however, UNICEF has decided to offer assistance to Primary education in the under-developed countries in carrying out a plan of action in that field with a view to enabling children to make fuller use of their potentialities. This aid is to be given primarily for the training of teachers in health education, nutrition, etc., and could be given within the framework of the projects in community development and nutrition currently assisted by UNICEF, or as part of other projects already being assisted by UNICEF. It could even be embodied in new projects.

2. *India—the Country of Operation*—It is also understood that the UNICEF is proposing to operate three projects in this programme—one in Africa, one in Arab States and one in Asia. In so far as the Asian project is concerned, India has been selected as the country of operation. It is, therefore, very probable that we shall be able to get UNICEF assistance for the above programme.

3. *Beginning on a Small Scale*—To begin with, the aid is to be on a small scale but it is to be extended progressively. In 1960, UNICEF would be receiving requests up to a maximum of $5,00,000. This provision may be regarded as rather small, but it has been suggested to gauge the utility of the project. If the experiment proves to be a success, larger sums will be included in the future years.

4. *The First Stage*—The proposed programme for the training of Primary school teachers in the above subjects will have to be divided into four stages. In the first stage, four training institutions will have to be selected in the country where pilot projects for the training of Primary school teachers in these subjects will be set up—two for health education and two for home science. These institutions have been selected and they are:—

(i) Shri Ramakrishna Mission Vidyalaya, Perianaikenpalayam, Coimbatore—for home science;

(ii) Shri Mouni Vidyapeeth, Gargoti—for health education.

(iii) Vidya Bhawan Training College, Udaipur—for health education; and

(iv) Lady Irwin College, New Delhi, in cooperation with the Central Institute of Education, Delhi—for home science.

5. *The Second Stage and After*—In the second phase of the project, the number of these centres will be increased to 20—10 in each of these subjects.

The training courses provided in the institutions set up in the first two stages of the project would be of short duration. In this part of the programme, estimates of cost will have to provide for (a) establishment of the training centre, including staff and equipment; and (b) stipends to teacher-educators brought in for training.

6. *The Third Stage*—The third stage will start when these teacher-educators come back to the training institutions and start their work. At this stage, money will have to be provided for equipping these training institutions for the proper training of teachers in these subjects and also for certain other incidental expenses.

7. *The Fourth Stage*—The fourth stage will begin when the trained Primary teachers go back and start work in Primary schools. Here the idea should be to help four Primary schools for every training centre to be developed as model Primary schools in so far as the teaching of these subjects is concerned. Here money will have to be provided for equipment etc., and some arrangements will also have to be made to provide certain basic health services.

8. *Integration of Health Education and Home Economics with the Regular Programme of Teacher Education*—The inclusion of the programme on Health Education and Home Economics will fit in very well with our proposed programme of qualitative improvement in teacher training institutions at the Primary level. It will not be looked upon as addition of extra subjects to the teacher training courses, but the whole programme will be integrated with the general pattern of teacher education. It may also be mentioned in this connection that the Ministry of Education is proposing to launch a national efficiency drive and the success of this drive will be doubly assured if our teachers are equipped with the fundamentals of Health Education.

VII(b) Pilot Project for Qualitative Improvement of Teacher Education at the Primary Stage

1. *Teacher Training a Potent Factor in Improving the Standards of Education*—The training of Primary school teachers is one of those areas which exert a very significant influence on the standards of teaching in schools. It is unfortunate, however, that not enough attention has been paid to the qualitative improvement of the training programmes so far and even from the quantitative point of view, the achievements are far from happy. As teacher training goes the longest way to improve the standards of education, it is proposed to emphasise it adequately during the third Five-Year Plan.

2. *A Preliminary Measure*—As a preliminary measure to this contemplated programme of expansion and improvement, a study of the whole problem was undertaken in September, 1959. Its findings were circulated to State Governments and in order to examine them in detail a seminar of the representatives of all the States was convened in the first week of October, 1960. In the light of the recommendations of this seminar, it is proposed to finalise concrete proposals for the quantitative expansion and qualitative improvement of training institutions in the third Plan.

3. *Pilot Project for Qualitative Improvement*—No educational programme can ever be improved except through the establishment of experimental institutions. In such institutions, new ideas in education, changes in curricula or teaching techniques, new programmes for extra-curricular activities, or in fact, any proposal for modification of existing practices or introduction of new ones can be first tried under controlled conditions and under the direct supervision of competent staff. Arrangements can also be made for the systematic recording of results obtained and for the establishment of valid conclusions. Moreover, it would also be possible to set up extension-cum-research units in such institutions where the extension programmes would ever be making a search for problems in the field and where the research programmes would ever be attempting solutions to them. In short, such institutions provide the laboratories for experimentation with new ideas and their findings and conclusions can be a good basis for the generalisation of educational reforms.

4. *Experimental Training Institutions*—Our programmes of teacher education today have been mostly traditional, formal, mechanical and devoid of dynamism and growth. They have, in fact, almost become as compulsive but as meaningless as any other ritual. One of the main reasons for this sad state of affairs is obviously the absence of experimental training institutions. The object of this scheme is to meet this great need by setting up about fifty experimental training institutions for Primary teachers in different parts of the country.

5. *Modus Operandi*—(a) The first step in the project will, therefore, be to select 50 training institutions in all parts of the country as experimental institutions for use as laboratories for experimental work and research in connection with curricula and teaching methods, both in Primary schools as well as in training institutions. The number of institutions proposed to be allocated to each State will be as follows:—

Name of the State	Population in 1961 (in lakhs) (Estimated)	No. of Institutions to be allotted
Andhra	372·1	4
Assam	109·6	2
Bihar	449·9	4
Gujarat	200·0 (Approx.)	3
Jammu and Kashmir	53·2	1
Kerala	171·6	2
Madhya Pradesh	298·6	2
Madras	359·8	4
Maharashtra	395·0 (Approx.)	4
Mysore	240·4	3
Orissa	165·3	3
Punjab	198·0	3
Rajasthan	196·3	3
Uttar Pradesh	745·6	4
West Bengal	296·9	4
Union Territories	51·8	4
Total ..	4,304·1	50

(b) The next step in the project would be to set up a suitable machinery at the Ministry of Education to follow up this study on teacher training and to investigate into the large number of problems in teacher training which have to be examined. This machinery will consist of an Advisory Committee and a special unit. The Advisory Committee will consist of the Adviser (Primary Education), the Special Officer in charge of teacher training (Secretary), the Director, National Institute of Basic Education, two representatives of the States and two representatives of the Secondary Training Colleges and some non-officials specially selected for the purpose. The Administrative Unit will consist of a special officer of the Assistant Educational Adviser's status, two Technical Assistants and one Lower Division Clerk.

The main function of this central machinery would be to plan, guide and supervise the programme to be implemented through the experimental training institutions.

(c) As soon as this central machinery is set up, the first task that would be undertaken is to prepare a detailed programme of development for each selected institution. It will be provided with the necessary land, buildings (hostel and tuitional), staff quarters, craft-sheds, etc., and equipment. The State Governments managing these institutions would be requested to select the best possible staff for this programme and keep them in position for at least five years. Voluntary organisations will also be eligible to participate in the programme. Wherever a Rural Institute exists, it shall necessarily be included if it is running or desires to run a training centre for Primary teachers. Estimates of the financial requirements, both recurring and non-recurring, would be prepared for each institution and the necessary amount for the purpose would be provided in the central sector of the third Five-Year Plan.

(d) The scheme will be operated as a centrally sponsored scheme.

6. *Financial Implications*—For qualitative improvement of the existing institutions, each institution will have to be considered individually—its shortcomings will have to be studied, its needs assessed and the financial implications involved for improvement of the same estimated. Grants will, therefore, have to be paid in varying amounts to each individual institution in accordance with its actual needs so that it is equipped to achieve the highest possible standards of efficiency. In other words, funds will not be required for all the institutions at a uniform rate but they will be required at varying rates.

(a) As it is not possible at present to estimate the requirements of each institution individually, a uniform scale of expenditure is suggested on an *ad hoc* basis. In suggesting this scale, it is presumed that variations in expenditure will be permitted, subject to the ceiling laid down in respect of the total expenditure. It has also been assumed that the number of students in each institution would be between 150 to 200.

(b) The scale of expenditure proposed is as follows:

	Rs. in lakhs
Non-recurring	
Buildings and equipment for 50 training institutions and the demonstration schools @ Rs. 2 lakhs per institution	100
Recurring	
Rs. 20,000 per institution per annum (This includes only the additional expenditure required for new programmes). Half the number of these institutions will incur this expenditure for five years and the other half for four years. The total recurring expenditure, therefore, for 50 institutions will be Rs. 45·0 lakhs	45·0
Production of literature, periodical evaluation, publication of reports, costs of central supervision, etc., @ Rs. one lakh per annum	5·0
GRAND TOTAL ..	150·0

(c) All the recurring and non-recurring expenditure under this scheme will be incurred by the State Governments in the first instance and reimbursed to them on a 100 per cent basis. In case of voluntary organisations, a suitable system of grants-in-aid would be devised.

VII(c) Orientation of School Teachers in Community Development

1. *Object of the Scheme*—The need to orient the school teacher in the programme of Community Development and to create in him the interest to associate actively with the programme has been acknowledged on all sides. The programme of universal Primary education as well as that of Basic education makes it imperative for the school teacher to associate closely with village community.

2. *Integration of the Scheme with the Regular Training Programme*—Earlier, a scheme of orienting the village teacher in the programme of Community Development was promoted through the peripatetic training programme organised with the help of grants received from the Ford Foundation. The scheme has amply demonstrated the usefulness of such a training. It was recommended at the Mt. Abu Conference of Development Commissioners to institutionalise this training programme. The object of the present proposal is to give effect to this recommendation and to integrate this scheme with the regular programme of Teachers' Training Colleges.

3. *Broad Outline of the Programme*—The broad outline of the scheme now proposed to be adopted is as follows:—

(a) It has already been agreed that an orientation to the community development programme should form an integral part of the syllabus for the training institutions for Primary teachers. The details of this have to be spelt out as yet. But the principle is agreed to by the Government of India as well as by the State Governments.

(b) The main problem to be faced now is, therefore, to equip the training institutions for Primary teachers to impart this orientation in the community development programme to Primary teachers as efficiently as possible. For this purpose, the following measures are visualised:

(i) Training of at least two members of the staff of each training institution for Primary teachers in community development during 1961 and 1962;

(ii) equipping the teacher training institutions with books and other materials necessary for imparting this orientation;

(iii) starting extension services in every Primary training institution in order to give practical training in the community development programme to the Primary teachers; and

(iv) preparing the necessary syllabi, notes on methods of teaching and handbooks for teachers and to supply them to the training institutions and the Primary schools.

4. *Training of Two Members of the Staff of Each Training Institution for Primary Teachers in Community Development*—The first step in the programme, as stated above, is to train two members of the staff of training institutions for Primary teachers in community development. It is proposed to organise this programme in the Social Education Organisers' Training Centres (SEOTCs). The programme will start from January, 1961.

5. *Organisation of the Programme of the Training Courses*—For this purpose, the Ministry of Community Development and Co-operation will prepare a programme of the training courses that will be organised at each SEOTC in consultation with the Ministry of Education. The Ministry of Education will then instruct the State Governments to depute one member from each training institution for Primary teachers at a time for such training. Each member of staff will be paid T.A. for his journey to and from the training centre according to the rules applicable to him. This T.A. will be paid in the first instance by the State Governments and they will be reimbursed, on a 100 per cent basis, by the Government of India later on. For his expenses at the training centre, each member of the staff deputed for training will be paid an allowance of Rs. 75 which will be paid to him at the centre by the Director of SEOTC concerned. Funds for this purpose would be placed at the disposal of the Directors of SEOTCs by the Ministry of Community Development and Co-operation.

6. *The Duration of Training*—The duration of this training will be three weeks and there would be a gap of one week between two consecutive courses of training.

7. *The Syllabus of the Training Course*—The Ministry of Education and the Ministry of Community Development and Co-operation will draw up a detailed syllabus for this training course of three weeks and also a set of instructions to the training centres regarding the manner in which this training is to be imparted. This need not be printed; but an adequate number of copies should be cyclostyled and supplied to all concerned.

8. *Equipping Teacher Training Institutions for Primary Teachers with Books and Other Materials Necessary for Imparting This Orientation*—The next step in the programme is to equip the teacher training institutions for Primary teachers with books and other materials necessary for imparting this orientation. For this purpose, the Ministry of Community Development and Cooperation shall prepare a list of books, posters, charts, etc., required for the programme in consultation with the Ministry of Education. Such sets should be supplied to the SEOTCs direct by the Ministry of Community Development. Each trainee who comes for training should be given a set to be taken to his institution at the end of the training course. A lump-sum provision of Rs. 300 per institution is made in this scheme for this purpose.

9. *Syllabus for Teacher Training Institutions*—It is necessary, for the success of the programme, to prepare a detailed syllabus for orientation in community development to be adopted by training institutions for Primary teachers. This syllabus will consist of two parts:

(a) The theoretical part will consist of lectures giving information about the community development programme, its objectives, methods of organisation, etc. and the manner in which the work of the Primary schools could be integrated with it; and

(b) the practical part will consist of field activities in which the trainees will have to participate during the period of their training.

10. *A Handbook*—Along with the syllabus it will also be necessary to prepare a handbook for the teacher training institutions regarding the manner in which this syllabus has to be worked out in practice. This draft will have to be prepared in English and about 5,000 copies will have to be printed for supply to the training institutions and others concerned.

11. *Utilising the Syllabus of Peripatetic Teams*—The syllabus now followed by the peripatetic teams and the experience gained by them would be of great use in preparing this syllabus and handbook.

12. *Extension Activities in the Training Institutions for Primary Teachers*—As has been pointed out earlier, the orientation of Primary teachers in the Community Development programme will have to be theoretical as well as practical. The arrangements proposed above for the training of two members of the staff of each training institution as well as the provision of necessary books etc., to the training institutions will take care very largely of the theoretical part. But for the practical part, it will be necessary for the training institution to adopt some Primary schools in the neighbourhood as experimental schools and to work out a field programme through them. It is proposed to assist the training institutions to develop such programmes by providing a small grant for the contingent expenditure necessarily

involved in such programmes. The amount for this grant-in-aid would be as follows:

	Rs.
1961-62	400
1962-63	300
1963-64	200
1964-65	150
1965-66	150
Total	1200

The idea behind this assistance is to place this activity on a sound footing and to make it an integral part of the training institution for the entire duration of the third Five-Year Plan. Thereafter, it is presumed that it will be continued by the State Governments on their own as a permanent activity. The funds required for the purpose would, therefore, be Rs. 1,200 per training institution for the entire Plan period.

13. *Financial Assistance to Urban Institutions*—In addition, it is necessary to provide financial assistance to the teacher training institutions in urban areas, which number about 600, to depute the teacher trainees to rural areas for the field programme. An amount of Rs. 300 per urban institute is considered necessary for this purpose.

14. *Preparation of a Handbook for Primary Teachers*—For the success of the programme, it is also necessary to prepare a handbook, in all regional languages, for Primary teachers. The handbook will explain to the teacher how his school can become a community school and how he can organise a variety of programmes for this purpose. It will be a book of theoretical as well as practical instruction in the course in which it is proposed to be orientated. It should be a small brochure of about hundred pages. The first draft of the brochure is proposed to be prepared and printed in English. The State Governments would then be requested to translate them into the regional languages and to supply copies to all training institutions and to all Primary schools. Funds for this purpose are proposed to be made available to State Governments from the total provision made for this scheme.

15. *Setting up a Committee for Production of Literature*—It will be seen from the foregoing account that the following literature has to be produced before December 31, 1960:

(a) A syllabus for the orientation training in community development of members of staff of training institutions;

(b) A set of instructions to SEOTCs regarding the conduct of this orientation programme;

(c) A syllabus in community development to be adopted by training institutions for Primary teachers –theoretical and practical;

(d) A set of instructions to training institutions regarding the implementation of this syllabus;

(e) The handbook for the Primary teachers regarding the manner in which Primary schools can be taken closer to the community, and the manner in which they can assist in the general development of the community development programme.

16. *A Team to Begin With*—It is, therefore, proposed to set up a team at New Delhi for this purpose. This team will consist of three persons, two from the SEOTCs and one from the Ministry of Education. This team will work under the general guidance and supervision of Shri J. P. Naik of the Ministry of Education and Shri M. C. Nanavatty of the Ministry of Community Development and Cooperation. Provision should be made for the salary and allowances of the three co-opted members. This team would be given the necessary clerical and stenographic assistance.

17. *Orientation of Inspecting and Training College Staff in the Community Development Programme*—In order to make the programme successful, it is necessary to involve all the staff of training colleges as well as all inspecting officers of Primary schools. For this purpose, it is proposed to organise one orientation seminar of one week's duration in each district. These seminars should be organized in the training colleges situated in rural areas and all members of training colleges within the district as well as all inspecting officers of Primary schools should be made to participate therein. A detailed programme for this orientation also should be prepared by the team which would be set up under the preceding paragraph.

18. *Provision for Books and Equipment*—In addition to the expenditure indicated above, it is proposed to provide Rs. 1,25,000 for the purchase of books and educational equipment by the SEOTCs and MSTCs where the Instructors of Teachers Training Colleges are to be oriented in Community Development. The requirements of each of the SEOTC and MSTC will be studied individually and amount provided on the basis of actual requirements.

19. *Financial Implications*—The following are the financial implications of these proposals:—

Item	Amount required		
	Ministry of Education	Ministry of Community Development and Cooperation	Total
1. Allowance for 2200 instructors of 1100 teachers training colleges @ Rs. 75 each during the period of training.	..	1,65,000	1,65,000
2. T.A. for 2200 instructors as above @ a flat rate of Rs. 125/- per trainee, assumed for purposes of financial provision.	2,75,000		2,75,000
3. Cost of books, etc. on community development to be supplied to training institutions for primary teachers at Rs. 300 per institution.	..	3,30,000	3,30,000
4. Production of literature in English and other regional languages.	..	2,50,000	2,50,000
5. Grants for contingent expenditure to 1100 training institutions for extension activities in selected village schools.	15,00,000	..	15,00,000
6. Orientation seminars for the officials of Education Dept. and staff of teacher training institutions @ Rs. 300 per seminar.	1,00,000	..	1,00,000
7. Contributions to SEOTCs and MSTCs and for purchase of books and educational equipment.	..	1,25,000	1,25,000
	18,75,000	8,70,000	27,45,000

Item 2(d) Training Facilities for Teacher Educators in the Commonwealth Education Cooperation Scheme

[illegible]

[illegible] one year.

[illegible] have [illegible]

[illegible]

[illegible]

20	[illegible]	Asstt. D.I.	[illegible]
21	[illegible]	Asstt. D.I.	[illegible]
22	[illegible]	[illegible]	[illegible]
23	[illegible]	[illegible]	[illegible]
24	[illegible]	[illegible]	[illegible]
25	[illegible]	[illegible]	[illegible]
26	[illegible]	[illegible]	[illegible]
27	[illegible]	[illegible]	[illegible]
28	[illegible]	Principal [illegible] Trg. College, Rampur	[illegible]
29	[illegible]	Asstt. D.I.	[illegible]
30	[illegible]	Principal, Teacher [illegible]	[illegible]
31	[illegible]	Headmistress [illegible]	[illegible]
32	[illegible]	[illegible]	[illegible]
33	[illegible]	[illegible]	[illegible]
34	[illegible]	[illegible]	[illegible]
35	[illegible]	[illegible]	[illegible]
36	[illegible]	Research [illegible]	[illegible]

5. INAUGURATION OF THE FIRST NATIONAL SEMINAR ON THE TRAINING OF PRIMARY TEACHERS IN INDIA

The inaugural function of the First National Seminar on the Training of Primary Teachers in India was held at Vigyan Bhavan, New Delhi, on 3rd October, 1960, at 4 P.M. in the presence of a distinguished gathering.

Requesting Dr. K. L. Shrimali, Union Minister for Education, to inaugurate the Seminar, Shri J. P. Naik, Adviser, Primary Education, Ministry of Education and Director of the Seminar said:

"On behalf of the Ministry of Education and myself, I have great pleasure in welcoming you all to this First National Seminar on the Education of Primary Teachers in India.

"The idea of holding this Seminar began about a year ago with a suggestion from the chief guest of this evening, Dr. K. L. Shrimali himself. We all know how keenly interested he is in the improvement of the service conditions of the Primary teachers and in the improvement of their training. It was, therefore, at his insistence and demand that this programme has been very highly emphasised in the third Five-Year Plan and it was at his suggestion that this project was taken up about a year ago. Shri D. I. Lall, an Assistant Educational Adviser in the Ministry of Education, was placed on special duty and was requested to prepare a study of the existing conditions regarding the recruitment, general education, professional training and service conditions of Primary teachers in every State and Union Territory. A questionnaire was also prepared and sent round all the training institutions. I am very happy to state that the State Governments gave very good cooperation in this project. Wherever Shri Lall went, he was afforded all facilities for his study and the senior officers of the department spent a good deal of their time with him to discuss the problems involved and to give him the necessary data. The response to our questionnaire also was very satisfactory. Out of about 1,100 training institutions in the country, more than 900 sent replies. The result of this comprehensive and elaborate study is now before the Seminar in the form of a Note on the existing conditions in every State and Union Territory. I am also very happy to find that the State Governments have sent delegates to this Seminar according to our request. Every State has sent two senior officers (a senior officer of the Directorate who is in charge of teacher training and a senior Principal of a training institution) so that full knowledge of the problem would be available to the Seminar when we are discussing these problems. I, therefore, take this opportunity to thank the State Governments on behalf of the Ministry of Education for their excellent cooperation.

"I must also mention another study which will help the Seminar very greatly. At our request Dr. Pires of the Central Institute of Education has prepared a very detailed and elaborate paper dealing with a comparative study of the syllabi and the existing procedures for examination of all the training institutions in the country. There are as many as 26 different syllabi, which he has taken great pains to analyse and present to us and I take this opportunity to thank him on behalf of the Ministry of Education.

"This is the first time in the history of teacher training in India that the problem is being studied in this comprehensive way. Some work on these lines was done in the past for Secondary teachers. Some good ideas were evolved as a result of this work and they have led to a good deal of improvement. In the All India Secondary Education Council, an Extension Programme has been developed since 1955 and in consequence, the training of Secondary teachers is vastly better today than what it was about five or ten years ago. It was, therefore, felt that a time has now come when these ideas with suitable modifications, may also be taken to the training institutions for Primary teachers. This Seminar is the first step in the programme that is now being evolved from this point of view. It is an occasion when the best thinking and the wisdom in the States would be pooled together to formulate a programme for adoption in the third Five-Year Plan.

"We are very happy, Sir, that you have kindly agreed to be with us this evening and to inaugurate the Seminar. I believe I am voicing the feelings and sentiments of all those who are present here when I say that we could not have had a worthier chief guest to inaugurate the Seminar. On behalf of all the guests present here, the delegates to the Seminar and myself, I now request you to kindly inaugurate the Seminar".

Dr. K. L. Shrimali, the Union Minister for Education, then inaugurated the Seminar and said:

"Friends,

"It gives me great pleasure to be in your midst this evening and to be called upon to inaugurate this First National Seminar on the Education of Primary Teachers in India. The pleasure is all the greater because I feel that this Seminar is being held at a very opportune moment when the country is about to launch an impressive programme for the expansion and improvement of Primary education in the age-group of 6 to 11. You are probably aware that the Government of India proposes to enrol about 180 lakhs of additional children in the age-group of 6 to 11 in Primary schools during the third Five-Year Plan and to raise the enrolment in these classes to 60 per cent of the children in this age-group by 1965-66. The magnitude of this task can be imagined if we remember that the total increase of enrolment in classes I to V was only about 60 lakhs in the first Five-Year Plan and that it is expected to be only 95 lakhs in the second Five-Year Plan. It may also be pointed out that, when this expansion is reached, the total enrolment of children in the Primary schools of the country would be almost equal to the entire population of the United Kingdom. It has, therefore, been rightly said that this programme of expansion of Primary education has no parallel in the past history of education in India and hardly any parallel even in the history of world education.

"It is not this expansion alone which gives the programme a unique character of its own. Equally important is the desire of the Government of India to improve the quality of our Primary schools. History of education in the world generally shows that, in the first stage of its development, expansion necessarily gets overemphasised in the programmes of Primary education, and that programmes of

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qualitative improvement begin to come into prominence only as the stresses of expansion begin to lessen. The development of Primary education in India has also followed this general pattern. At the attainment of Independence, only about 30 per cent of children in the age-group of 6 -11 were enrolled in the Primary schools. It was, therefore, natural that expansion of Primary education was emphasised both in the first and the second Five-Year Plans. In the third Plan also, expansion does get an emphasis. But Government has decided that programmes of qualitative improvement should also be simultaneously undertaken and that intensive efforts should be made to improve the quality of Primary education and to reduce the evils of wastage and stagnation which now dominate our educational system. The overall task in Primary education is thus very formidable in its quantitative and qualitative aspects and it is, therefore, in the fitness of things that about fifty per cent of the total allocation provided for education in the third Five-Year Plan has been assigned to the development of Primary education in the country.

"The success of this challenging task will depend upon a number of factors the most important of which are the competence and devotion of the teachers that we shall be able to obtain. It is this human factor that is of the utmost importance and the Government of India has, therefore, decided to adopt intensive measures to attract better persons to this profession, to raise the standards of their training and to provide conditions essential for their efficient functioning in Primary schools. This first National Seminar on the Education of Primary Teachers in India is expected to make a significant contribution to the institution of some of these measures that are now under consideration and Government is, therefore, looking eargerly forward to your deliberations and recommendations. In this context, it would not be out of place if I were to invite your attention to some of the major problems in this field and also to place before you my views on some of their aspects. They may prove helpful to you in your deliberations.

II

"The effectiveness of a training programme for Primary teachers depends mainly on three factors. The *first* is the mental equipment which the teacher brings with himself to the training institution--his general education, temperament and character. The *second* is the efficiency of the training programme itself which, in its turn, depends upon the quality of the teacher-educators, the syllabus of training and the physical equipment provided for training institutions; and the *third* is the conditions under which teachers will be required to work in Primary schools after their training is over. Our training programmes make so little impact on our schools at present because each of these three essential conditions is violated in some way or the other. The minimum qualifications prescribed for admission to the teaching profession or to a training institution for Primary teachers are generally too low, with the result that the training institutions are mostly called upon to deal with very poor and un-promising material. Moreover, the remuneration that is now offered to Primary teachers is often so low that, even within the framework of existing qualifications, the best students are not attracted to this profession. The initial

handicap of the training institutions is further heightened by their own lack of efficiency. The syllabi we are following at present are defective from several points of view; the staff of our training institutions is neither adequately paid nor properly qualified; and the physical equipment of our training institutions, measured in terms of buildings, equipment or campus, is also far from satisfactory. The training imparted in most of our institutions at present, therefore, leaves much to be desired. In the same way, the conditions under which an average Primary teacher is required to work are also very depressing. The school does not often have a building of its own and, even where a building exists, it is very often inadequate or unsatisfactory; the equipment provided is generally meagre; the supervision is distant and occasional and there is hardly any provision for extension services; the contact with the community is also very thin and, generally speaking, the conditions are so difficult that even the best of trained teachers is unable to practise what he has learnt in a training institution. This may appear a dark picture; but it is not exaggerated in any way and we shall have to adopt intensive measures to change all these conditions if the standard of Primary education is to be raised in the near future.

"As a first step in this direction, the Government of India has decided to make an intensive effort to improve the remuneration of Primary teachers. As you are aware, the main difficulty in the implementation of this reform is the paucity of funds. It is no doubt true that the financial resources available are very limited. But this only means that we have to economise on less essential things and to concentrate the available financial resources in vital sectors. Take, for example, the construction of school buildings which is one of the biggest items of expenditure in Primary education. Now, it is in this field that the greatest economy is necessary. It is obvious that schools cannot function without buildings and that some kind of a building, or a minimum of shelter and protection, is necessary. If the programme of Primary education is to be effective, however, I am quite clear in my mind that we have to rule out the possibility of putting up expensive buildings. When we were confronted with this problem in Delhi, we told the Public Works Department that we have no money and that it is not possible to put up the type of buildings which were being put up in the past. There was a great resistance to the adoption of new and cheap designs. But I am glad to tell you that new buildings which are now being put up have cut down the cost by 50 per cent. If further efforts are made, the cost can be reduced still further. This is one of the ways of economy and if there is careful planning and organisation, the cost on several other less important items also can be considerably reduced. But we must find the money to improve the salaries of teachers. I am glad that with the continued and persistent efforts which we have made and with the cooperation of the State Governments, some increase has been possible in the salaries of teachers during the second Plan. But we are not yet satisfied and we feel that we have yet to go a long way in order to give the basic minimum requirements to our teachers. The teachers are not asking for any high salary. They are only asking for a minimum wage which people with the same qualifications get in other professions. That is a reasonable and just demand and I think that

there is adequate justification to meet it. I am aware that there is a great pressure on the budgets of the State Governments on account of the expansion in education; but, however urgent this problem of expansion may be, we take great risk in not meeting the basic needs of teachers. In the third Five-Year Plan it will be our endeavour to give a better deal to teachers. We are now discussing the matter with the Planning Commission and by the time the Plan is finalised, we would be in a position to know exactly what the position would be.

"Apart from the efforts that are being made to improve the remuneration of teachers, we have to give them a social status, a recognition that they have a certain responsibility in the community. During the last several years, the status of teachers has gone down and it is our duty now to raise it again. There are various things which we can do, things which cost nothing, but which would help in creating in the teachers greater confidence and which would make them feel that society has entrusted them with a responsible task. It is for the Seminar to recommend measures which we can adopt in order to improve the status of teachers in society and thereby succeed in attracting to the teaching profession persons of a better quality.

III

"The implementation of this fundamental reform will pave the way to the adoption of a number of measures which will bring a better type of individual to the training institution. The first of these is to *raise the minimum qualifications prescribed for recruitment as Primary teachers or for admission to training institutions.* Although it is agreed in principle that this minimum qualification should be the completion of a Secondary school course, it has not yet been possible to adopt this reform in most parts of the country. By and large, the completion of the Middle school course still continues to be the minimum qualification for Primary teachers and, in several instances, even this is difficult to be insisted upon. It will readily be agreed that no major reform in teacher training is possible unless the minimum general education of the teacher is made equivalent to the completion of the Secondary school course at least. And I would, therefore, request you to examine this problem and suggest the manner in which a phased programme for the implementation of this reform can be adopted. It is true that, in the prevailing social conditions in our country, several exceptions to this general rule would have to be allowed as a transitional measure. In such cases, however, we should make an attempt to make up for this deficiency in general education by providing a training course of a much longer duration. I would suggest that you should examine this problem also and make concrete and realistic suggestions for adoption by State Governments.

"The second issue to which I would invite your attention in this context is *the desirability and urgency of recruiting women Primary teachers on as large a scale as possible.* This is necessary for two reasons. In the first place, it is universally agreed that women make better teachers than men at this stage. But what is even more important, the presence of women teachers in a Primary school helps very materially in increasing the enrolment of girls and in keeping them longer at school. At present, about 80 to 90 per cent of boys are

already attending schools; but the enrolment of girls is only about 40 per cent of their total population. The progress that remains to be made is thus almost exclusively in the sector of girls' education and there are very few chances of our being able to achieve it unless we are able to speed up the recruitment of women Primary teachers, particularly in rural areas. A number of very useful suggestions have been put forward in this context—the organisation of condensed courses for adult women, the provision of quarters for women teachers, the payment of a rural areas allowance to women teachers, reservation of a certain percentage of future vacancies for women, etc. I would request the Seminar to discuss these issues in the light of experience gained in different parts of the country and to make concrete suggestions which will enable us to increase the percentage of women Primary teachers in the third Five-Year Plan.

IV

"The two issues suggested above will, if solved satisfactorily, succeed in bringing a better individual to the training institution. But that only leads to our second problem: how can we make our training programme more attractive? It is to the discussion of this aspect of the problem that I will now turn.

"I know that there are several good training institutions and some of them would redound to the credit of any country. But, I am afraid that my experience of the general run of the training institutions for Primary teachers is not happy. They often lack the essential features of a good training institution, features which may be described as the very life of teacher education. Very often, the whole life in a training institution is such that it does not stimulate thinking or initiative. In several training institutions—I am sure you are all aware of it—there is neither adequate equipment nor proper staff. I am shocked to find that, in the training institutions in some of the States some of the teacher-educators themselves are only Middle-passed. Can any person whose minimum qualification is not even Matriculation teach theory and practice of education and do justice to the great task with which the Primary teachers are entrusted? Similarly, we are trying to develop science teaching in our schools. But there is very little of science teaching in several training institutions. I think that these unfortunate conditions have to be changed and changed radically in the near future. I very strongly feel that a time has now come when we should re-examine and re-evaluate the whole programme of work in the training colleges.

"To illustrate my point in some detail, I will refer to one important aspect of training, viz., the need to build up proper attitudes in the minds of the trainees. For instance, let us take an obvious but important issue: how education can be instrumental in promoting national unity in creating a consciousness among our people that, in spite of obvious and great differences, we are still one nation. This is a matter which the training institutions must examine very seriously. It is the need of the country that the teachers who go out of training institutions should not be narrow and parochial and should have a national outlook. Can there be a programme in training institutions which would inspire them with a sense of duty towards their nation? I very strongly feel that it is the responsibility

of the training institutions to create this national feeling among the teachers so that they, in their turn, will inculcate it among their students. We have to teach geography, history, social science etc., in such a way that they do not develop narrow, parochial outlook, but help in creating a broad national outlook. In fact, the world is becoming more and more integrated and we have to make our students realise that they belong to this great country and to the world community. The training institutions have, therefore, to prepare a new type of teacher, a teacher who would have vision of the new society which we are building up, a teacher who has faith in values for which we stand, a teacher who will have the necessary skill and knowledge to stimulate interests and healthy activities among the students. That is the task which will have to be taken up in the training institutions.

"I can give several instances of this type. But they are hardly necessary. We all know that there is a great deal of criticism of the educational system and that much of the criticism is valid. We have not been able to gear our educational system to the needs of the changing society. The only way to answer this criticism is to make a beginning somewhere; and if there is any point at which a beginning can be made most effectively, it is in teacher training. I think that the teacher training institutions are the most vital educational centres because they have to prepare teachers who will be able to understand the needs of society and provide education accordingly. The most significant educational reform of the day, therefore, is the reform of our training institutions and it is with this problem of problems that this Seminar is concerned.

"Subject to these general observations, there are a number of significant matters which you will have to examine in detail. The most important of these is *the need to improve the qualifications of our teacher-educators.* The study made by the Ministry of Education shows that the existing conditions in this regard leave a good deal to be desired. The ideal in this respect would be to have trained graduates on the staff of training institutions (except for teachers of craft or special subjects). But these conditions obtain only in a few areas. In most States, only a percentage of the total staff consists of trained graduates; and in several areas, even Middle-passed trained teachers are appointed as teacher educators! Some attempt has to be made to define standards in this regard and to see that they are enforced. Secondly, the Ministry's study also shows that the existing staff of training institutions is not properly orientated to their job. Our training institutions for graduates are mainly designed for teachers of Secondary schools and hence a trained graduate is not necessarily equipped to teach in a training institution for Primary teachers. He can get the necessary background if he can work as an inspector of Primary schools; but very few of our teacher-educators have this experience at present. The Post-graduate Basic Training Colleges were expected to remedy this deficiency to some extent; but this experiment also has not developed as it should and the staff of training institutions is not necessarily recruited from its alumni. At any rate, it is obvious that this problem of the proper preparation of teacher-educators needs a very careful study. Thirdly, the emoluments of the teacher-educators are also not satisfactory—there are

too many scales of pay and most of them are rather low. These will have to be considerably improved if the right type of persons are to be attracted to this exacting and strenuous job. I hope that the Seminar will address itself seriously to the consideration of these and other allied problems in this sector.

"The second issue refers to the syllabi, teaching methods and evaluation techniques adopted in our training institutions at present. A special paper on the comparative study of the existing syllabi prepared by Dr. E. A. Pires is included in your agenda and it raises several important issues. To begin with, it has to be realised that our syllabi are defective from several points of view. Some of them are rather obsolete; many of them are too ambitious; and most of them take no account of the modern trends in teacher education. It would be of great help if this Seminar can indicate certain broad principles on which a reform of existing syllabi can be attempted.

"I would also like to refer to one or two important problems in this context. The first is *the urgent need to define the objectives of training*. Teacher-education, like any other form of education, attempts to do three things: (1) to impart certain information, (2) to teach certain essential skills, and (3) to develop certain attitudes, values and interests. The first of these tasks is the easiest and it is done fairly satisfactorily at present; the second is more difficult and its success is proportionately less; but the third is the most important and the most difficult of all and it is in this task that our training institutions fail the most. We must, therefore, examine these fundamental issues, define our goals in teacher-education and then work out a realistic and practicable programme to achieve them. Secondly, our syllabi for teacher education have to take notice of several modern trends in education. For instance, we have now to develop our Primary schools as community institutions. The school can no longer remain isolated from the life of the community. On the other hand, it has to participate with and even to lead the community in the national programme of rural reconstruction. If this programme is to be properly reflected in the work of the Primary school, it must also be integrated suitably with the programme of teacher-education. In the same way, steps will have to be taken to improve the teaching of science in training institutions. It comes as a surprise to me that science does not form part of the curriculum of training institutions in one State and that a large percentage of our training institutions have no laboratories. The position of an important programme like that of Health education is even worse. I would, therefore, request you to take due notice of all modern trends and requirements in teacher-education while framing your recommendations for the revision of the syllabi. Thirdly, not much attention has been given so far to the methods of teaching and evaluation adopted in our training institutions. Most of the theoretical part of the training still consists of 'lectures'; and the arrangements for the practical work by the trainees are far from satisfactory. I, therefore, feel that our existing practices and arrangements in this sector have to be evaluated and clear-cut programmes of reform, followed by suitable training of teacher-educators themselves, have to be organised.

"The third issue refers to the enrichment of the training programme for Primary teachers through the organisation of extension services. A training institution cannot function in a vacuum or live in an ivory tower. Its main function is to help the teachers to function successfully in schools and it can only do so if it can maintain a close contact with the field through an extension service. We have had valuable experience of extension services in training institutions for Secondary teachers and a time has arrived when we can extend the concept, with suitable modifications, to training institutions for Primary teachers also. I hope that the Seminar would examine this problem and suggest how extension services to Primary schools in the neighbourhood can be organised in every training institution for Primary teachers.

"The fourth issue refers to the *vitalisation of the training programme through continuous research and experimentation.* No syllabi or teaching techniques can remain valid for all time to come and one of the greatest dangers that we have to guard against in education is to save our schools from being fossilized in some traditional syllabi and teaching techniques. This can only be done if we organise a programme of continuous research and experimentation. This is, of course, essential in every branch and aspect of education but more emphatically so in the vital programme of teacher-education. The Government of India, therefore, proposes to develop about 50 training institutions for Primary teachers, selected in all parts of the country, as experimental institutions. These will first be provided with all the necessary buildings, equipment and staff that would be suggested by you in your blue-print for a model training institution. They will also be enabled to organise extension services to about 100 Primary schools in the neighbourhood. Besides, they will evolve a section for the production of essential literature for teachers and children and, in addition, have a research wing where studies in problems of Primary education as well as of training institutions for Primary teachers will be undertaken. A machinery is also proposed to be set up at the Centre, as well as in each State, for coordinating the activities of these experimental institutions and for generalising such of their findings as may be considered suitable. I would be grateful if the Seminar can examine this problem also and make its recommendations regarding the proper development of this programme.

"I shall now turn to the third and last aspect of the problem, *viz.*, the creation of conditions under which it will be possible for trained Primary teachers to function efficiently. The first and the most important step that can be taken in this direction is *to bring the school closer to the local community.* It will be neither possible nor desirable for Government alone to assume all responsibilities for the efficient functioning of Primary schools. The Government of India is of the opinion that the responsibilities of the State in this matter should be restricted mainly to the provision of well-educated, well-trained and well-paid Primary teachers required by the local communities and that the responsibility for all other expenditure in connection with local schools should ultimately be assumed by the local community itself. It is realised that it would take a fairly long time for the local communities in all parts of the country to rise to this height.

But the excellent work that is being done in some parts of the country, for instance, in the Madras State, makes Government feel that this is the proper direction in which things should be made to move forward. In the transitional stage of the next five or ten years, Government will have to do a good deal of work in stimulating the local communities to take interest in Primary schools and it will also have to assist them in their efforts to improve their local educational institutions. It is, therefore, proposed that an intensive effort to develop this programme should be made in the third Five-Year Plan. Obviously, the teacher himself will have to play a very important role in bringing about this happy consummation and once it is achieved, further progress of the school would be fairly easy.

"As you are aware, a decision has been taken to provide free and compulsory education for all children in the age-group of 6—11 during the third Five-Year Plan. The administrators and training institutions have, therefore, a very great responsibility in this matter. They must examine this problem from all aspects. To begin with, there is the physical aspect—equipment, playgrounds, buildings, school farms, etc. Then there is the human aspect, the problem of qualitative improvement which, in the ultimate analysis, depends upon the quality of teachers. This is the most important aspect. All projects, whether in industry, business or any other field are to be run and managed by human beings and unless we have human beings who have vision, character and proper outlook, all these projects will come to nothing. We have, therefore, to understand the full implications of the programme which we are undertaking and we have to make all possible efforts to improve the quality of our teacher training institutions in order to create a better race of teachers. This programme of universal Primary education is a great adventure we are launching and let not the future generation say that we were not fit enough to undertake this big responsibility. It is with this determination that you have to go back to your States and if you have that determination, all your problems will be solved.

"I now formally inaugurate this Seminar. Thank you".

Shri J. A. Vakil, Deputy Director of Education, Maharashtra, then offered a vote of thanks. He said:

"On behalf of the delegates from the different States who have come here, I thank you, Sir, for the very thought-provoking address that you have given. We also thank the Ministry of Education for making such excellent arrangements for the Seminar and for providing such a stimulating agenda. We are also conscious that we are on the eve of launching a big campaign in our country to achieve a national ambition. We are sure, therefore, that all the deliberations that we will be going through during this week will be very fruitful and will give us that faith on which you have laid so great a stress."

The Seminar then adjourned till 10 A.M. on 4th October 1960.

6. REPORTS OF THE WORKING GROUPS

Group I

The Group consisting of the following members met under the Chairmanship of Shri K. C. Kumaran (Kerala):

1. Shri M. A. Baig (Andhra Pradesh).
2. Shri T. K. Sharma (Assam).
3. Shri B. Prasad (Bihar).
4. Shri H. N. Shah (Gujarat).
5. Shri D. D. Sharma (Jammu and Kashmir).
6. Shri S. Vadivelu (Madras).
7. Shri R. S. Misra (Madhya Pradesh).
8. Shri J. A. Vakil (Maharashtra).
9. Shri K. B. Tergaonkar (Mysore).
10. Shri S. C. Panda (Orissa).
11. Shri Jagdish Raj (Punjab).
12. Shri R. K. Kaul (Rajasthan).
13. Shri Romesh Chandra (Uttar Pradesh).
14. Shri S. C. Mukherji (West Bengal).
15. Shri S. Ansari (Delhi).
16. Shri H. S. Panwar (Himachal Pradesh).
17. Shri P. Shanker (Planning Commission).
18. Miss A. Khanna (National Institute of Basic Education).
19. Shri D. I. Lall, Assistant Educational Adviser, Ministry of Education—Convener.

2. The working papers prepared by the Ministry of Education formed the basis of the discussion. The various problems and issues referred to this Group are reproduced below:—

A. Problems mainly concerned with the expansion of training facilities—

(i) Targets to be reached at the end of the second and third Five-Year Plans.

(ii) Duration of the training course.

(iii) Levels and types of training to be provided.

(iv) Optimum size of a training institution for Primary teachers.

(v) Recruitment of women teachers and provision for their training.

(vi) Proposals for expansion in the third Five-Year Plan: (1) expansion of existing training institutions; and (2) establishment of new ones.

(vii) Planning and location of training institutions.

B. Other Ancillary Problems—

(viii) Supervision of training institutions.

(ix) Standardised expenditure returns.

(x) Grants-in-aid to private institutions for the training of teachers.

(xi) Service conditions for Primary teachers—(a) minimum qualifications for recruitment, (b) recruitment procedures, (c) scales of pay and allowances, (d) transfers and postings, (e) higher promotion and status, (f) old-age provisions.

(xii) Teachers' Organisations.

(xiii) Selection of teachers and freshmen for admission to training institutions.

(xiv) In-service training of Primary teachers.

3. It will be seen from the above that this group was mainly concerned with problems relating to the expansion of training facilities on the one hand and other ancillary problems on the other. A brief resume of the discussions held and recommendations made is given below:—

Items (i) and (vi)—Targets to be reached at the end of second and third Five-Year Plans and proposals for expansion in the third Five-Year Plan:

4. Items (i) and (vi) of group 'A' were taken up for discussion together.

5. The all-India achievement in respect of the trained teachers at the Primary stage is estimated to be 65 per cent of the total number of teachers by the end of the second Five-Year Plan. The position in different States, however, varies considerably and it can be affirmed that in most of the States the existing facilities for teacher training are not adequate. Moreover, there is a vast backlog of untrained teachers in some of the States which needs to be cleared. In the States of Assam, Madhya Pradesh and West Bengal, for example, the percentage of trained teachers is about 40. In the States of Orissa and Rajasthan, it is a little over 40 and in the States of Maharashtra, Gujarat and Mysore it is in the neighbourhood of 50. The position of other States, with the exception of Kerala, Madras and Punjab, is not very happy either.

6. Taking into consideration the existing position in the States and also the ideal that every teacher should be trained before he is recruited, it was considered desirable to request each State to draw up a phased programme to reach this position in a period not exceeding 10 years—in some States it may be done in 5 years and in others it may be 10 years. It was, therefore, decided that the Ministry of Education should lay down the target as an ideal and let every State draw up a phased programme to reach this goal. For the achievement of this goal, it was considered necessary that the Government of India should come forward with assistance because (i) the effort will vary from State to State; and (ii) the local resources may not be available for the purpose in some of the States. The group, therefore, made the following recommendation:

The Seminar is of the opinion that every teacher should be trained and it should be possible ultimately for the States to recruit only trained teachers for appointment. To achieve this target, each State is requested to draw up a phased programme to reach this position in a period not exceeding 10 years. Efforts in this respect will vary from State to State and in view of the fact that local resources may not be available for the purpose in some States, it is felt that Government of India should come forward with financial assistance in this respect.

7. The necessary data for the formulation of proposals for expansion in the third Five-Year Plan for achieving the target laid down in the above recommendation was not available and details thereof could not be worked out. Delegates were, therefore, requested to collect the necessary data immediately on return to their States and send it to the Ministry of Education, in complete and precise form, by the 20th of October 1960. The Director was authorised to incorporate final proposals, in the light of the data received, in the report of the Seminar.

8. The Seminar did not visualise any difficulty in getting sufficient number of trainees for the profession. In order to provide the staff for these institutions, it will be necessary to expand the facilities of training for graduates in post-graduate Basic training colleges. At the same time, the pay scales and service conditions of teacher-educators should be improved in order to attract the right type of personnel.

Item (ii)—Duration of the Training Course

9. The duration of the training of teachers for Primary schools not only varies from State to State but it does so within a State also. In the States of Assam, Jammu and Kashmir, Madhya Pradesh, Rajasthan, West Bengal and Mysore (for Matriculates only) the duration of this course is one year, whereas in other States, it is two years. It was noted that the Government of India has, on various occasions, recommended to State Governments to increase the duration of the course to two years. It was realised that in order to be able to do his job well, a teacher must fulfil two requirements: (i) he should have adequate and suitable education; and (ii) this should be combined with the necessary professional competence. It was realised that the necessary professional competence can hardly be achieved in a period less than two years. This is so because education is not to be equated with acquisition of certain items of knowledge and acquiring certain types of skills but is to be regarded as an activity to help the young to develop independent thinking and sincerity of feeling. As a consequence of this, we are to depart from the old tradition of dogmatism and authority and put an increasing stress on the importance of individual and group activities. Besides this important consideration, it has to be borne in mind that the teachers going out of our training institutions have to acquire a sufficiently high standard of achievement in some crafts which cannot be achieved in a period less than two years. In view of these considerations, two years' training appears to be the minimum essential if anything worthwhile has to be accomplished in our training institutions.

10. Keeping in view the vast expansion in the field of Primary education in the third Five-Year Plan and the consequent increase in the number of teachers, however, it was considered desirable to continue one year's course of training for Matriculates, as an emergency measure. In case of non-Matriculates, it was felt that the duration of the course should extend over two years and that where it, at present, extends over one year, its duration should be increased to two years forthwith. The Group was of the opinion that the continuation of the one-year course for Matriculates should be a very temporary affair.

11. The Group, therefore, made the following recommendation:—

The duration of the training course for Primary teachers should be two years. This should be achieved by the end of the third Five-Year Plan in all the States. However, during the transitional period when it is not possible to provide for a two years' training course to all the teachers, it is recommended that one-year training may be given to teachers who have completed the Secondary school course and that two years' training should be given to teachers who have completed the Middle school course only. So far as the training course for the Middle passed teachers is concerned, it should be immediately extended to two years in all areas where its duration is one year only at present.

Item (iii)—Levels and Types of Training

12. There is no uniformity in the existing position regarding the levels and types of training provided for the teachers of Primary schools in the different States of the country. In the States of Punjab, Rajasthan and Kerala and in the union territories of Delhi, Tripura and Himachal Pradesh there is only one level of training. In all other States, training of Primary teachers is provided at more than one level. In some States, relaxations are made in the case of special categories such as women, scheduled castes and backward classes and people from tribal areas. In such cases, candidates with different academic background are put through a similar training course together. It was felt that in case of such grouping, there is a lot of wastage and that this practice should stop forthwith. It was also felt that for Matriculates the syllabus of a higher standard may be followed laying more emphasis on the methods of teaching and principles of education, whereas for the Middle passed candidates the syllabus should lay more emphasis on the content of the subject matter to be actually taught in the schools.

13. The Group, therefore, recommended as follows:

A syllabus of a higher standard should be adopted for teachers who have completed the Secondary school course. It should lay more emphasis on methods of teaching and principles of education. On the other hand, the syllabus for the Middle passed teachers should lay greater emphasis on the subject matter to be taught in the schools.

14. The existing position in different States regarding the type of training also varies. In the States of Madras, Mysore, Orissa, West Bengal and Andhra Pradesh, two types of teacher training institutions are in existence—some training teachers for work in Basic schools and others in non-Basic schools. In Madras, the number of Basic training institutions is 124, whereas the number of non-Basic training institutions is only 19. In Orissa, there are 80 non-Basic training institutions and only 14 Basic training institutions. In West Bengal, the non-Basic training institutions provide seats for 1,375 candidates, whereas the Basic training institutions have facilities for 3,405 candidates. The Group felt that this dichotomy in the field of teacher training has to disappear and the sooner it does the better.

It was noted that this matter was discussed in the Education Ministers' Conference held in 1956 and there it was agreed that all existing non-Basic training institutions at the under-graduate level should be transformed into Basic institutions by the end of the second Five-Year Plan. The representatives of some of the States pointed out that this target could not be achieved.

15. The Group, therefore, recommended as follows:—

Very early steps should be taken to convert all training institutions to the Basic pattern and this should be achieved positively by the end of the third Five-Year Plan in all the States.

16. The Group also discussed the methods which should be adopted for converting the non-Basic institutions into Basic institutions. It was noted that, excepting West Bengal, all the States were, generally speaking, converting already existing non-Basic institutions into Basic training institutions by supplying the necessary equipment, buildings, staff, etc. West Bengal, however, has adopted the procedure of closing down the existing non-Basic training institutions and starting new institutions on Basic lines. The Group felt that no recommendation should be made on this score because the case of each institution will have to be considered on its merits. As regards the amount of expenditure involved for the change-over to one pattern, the Group felt that it was not possible to prepare any rough and ready estimates for all the institutions. This amount could be determined only when the extent of facilities available in the existing institutions is known. As regards the requirements of a Basic training institution, it was pointed out that the problem will be discussed by the other Group which was to prepare a blueprint of a model training institution for Primary teachers.

Item (iv)—Optimum Size of a Training Institution for Primary Teachers

17. The existing position regarding the size of training institutions in the different States shows wide variations. In some cases, there are institutions which admit only 10 candidates, whereas in certain other cases there are institutions which admit as many as 300. When further expansion of teacher training facilities is being envisaged, an important problem which needs to be considered is the optimum size for a teacher training institution. This optimum size implies that the institution should neither be too big nor too small. It also implies that an institution of this size will try to combine the advantages of both the small and big institutions—the economy and specialisation of the big institution with the homely atmosphere and personal touch of the small one. If such a size can be determined and all or most of our training institutions planned on that basis, it would be possible to have a great deal of economy without sacrificing quality and it may even be possible to reduce costs and also to increase the efficiency simultaneously.

18. The Group felt that the optimum size of a Primary Basic training college should be of four classes, preferably of 40 to 50 trainees each. Two classes of first year training and two classes of second year training should normally be the pattern in such an institution. Thus, if the maximum number is admitted, the output of fully trained teachers will be 100 every year.

19. The Group also considered it desirable to restrict admissions to the minimum, namely 40 trainees. However, in view of the urgent requirements of teachers, it was considered desirable that the upper limit, namely 50, may be adopted as a purely temporary measure. In no circumstances, however, it was felt, should this figure of 50 be exceeded. This was so because the trainees have not only to specialise in some crafts and do community work but training itself involves individual attention. Besides, guidance, supervision and criticism of practice lessons could not be effective with a number exceeding 50. The members based this recommendation on their experience which had shown that a training institution with less than four classes is rather costly and that an institution with more than 200 trainees becomes rather bulky. The four-class unit or institution was, therefore, considered as both manageable and economical. In case of institutions having a one-year course of training, it was considered desirable that the enrolment should be between 100 and 120.

20. In view of the optimum sizes suggested above, it was felt that the existing smaller institutions in the States should be raised and the bigger institutions should be reduced to this size, as far as possible. The main limiting factor in achieving this target will be the provision of residential or hostel accommodation. Unless accommodation for 160—200 trainees is available, it will be difficult to achieve a four-class unit. However, the local trainees may be allowed to sleep in their homes provided they join fully the community life in the training institution. Another limiting factor in this connection will be the accommodation for the training institution. If a local High school building is available, then until a separate building is provided for, the training institution and the Secondary school may work in shifts. A third limiting factor is the availability of trainees. If their number is less, say only 100, as happens in the case of women institutions or in institutions located in rural/semi-rural areas, then a two-class institution should be started. Alternatively, if the demand of trainees is great, than, in very exceptional cases, a six-class institution may be started, provided full provision is made for hostel facilities, craft work and supervision of lessons. Finally, the availability of staff may be another limiting factor. If, for any reason, shortage of teacher-educators occurs, the number of classes may provisionally be reduced and additional facilities provided for increasing the output of teacher-educators.

21. The Group, therefore, recommended as follows :

A teacher-training institution should have four units or classes of 40 trainees each. If this number is admitted, normally the output of fully trained teachers in a two-year course will be 80 every year. As an emergency measure, the limit may be raised to 50 which will give an output of 100 teachers in a two-year course. The four-class unit is both manageable and economical. Where the course is of one year's duration, the enrolment should be between 100 and 120. In view of the optimum size suggested here, the existing smaller institutions in the States should be raised to this size and the bigger institutions should be reduced to this size as far as possible.

Item (v)—Recruitment of Women Teachers and Provision for Their Training

22. The experience of different States shows that women teachers are not available in sufficient numbers—the only States where this shortage does not occur are the States of Madras and Kerala. The dearth of women teachers is more urgently felt in rural areas than in urban areas. The Group analysed the factors responsible for the lower percentage of women teachers and concluded as follows:—

(i) The local village girls do not go to schools in large numbers. If the school in the village happens to be a co-educational school, the parents do not like to send their girls to it, if they are above 11 years of age.

(ii) Women teachers from urban areas do not like to go to the village schools.

(iii) Some of the women teachers give up the profession after marriage.

23. In view of these considerations it was considered desirable that immediate steps should be taken to increase the number of girls in Primary and Secondary schools. It was noted that even in the age-group 6—11 the percentage of school-going boys in the year 1956-57 was 73.8 while that of girls was only 34.7—this was so even though the population of boys and girls is almost equal. It was also noted that the disparity that exists between urban and rural areas in this respect was still more revealing. Whereas the all-India average in case of girls in urban areas in the age-group 6—11 for the year 1956-57 was 89.4, in case of rural areas it was only 17.7. In other words, whereas on an all-India basis about 90 per cent of girls of the age-group 6—11 from urban areas went to school, only less than 20 per cent of them went to school from rural areas. This clearly shows how in general the rural areas are backward in this respect, and consequently, deserve our most immediate attention.

24. The Group, therefore, made the following recommendations:—

(i) *There should be a propaganda to persuade parents to send girls to mixed schools up to standard V.*

(ii) *Separate girls' schools for standards VI to VIII should be started even if the teacher-pupil ratio laid by the Department of Education is not reached.*

(iii) *Appointment of women teachers, preferably from rural areas, should necessarily be made in mixed schools at the rate of one woman teacher for every 30 girl pupils or part thereof.*

(iv) *Appointment of school mothers should be encouraged.*

(v) *More scholarships and stipends (in cash or kind) should be given to girls reading in schools.*

(vi) *Compulsory Primary education should be introduced for girls also.*

25. The Group also discussed the desirability of making the teacher training institutions co-educational and felt that, if necessary, arrangements regarding staff, hostel, etc., could be made for the purpose. The training institutions should admit both boys and girls. It also felt that there should be some separate institutions for women only.

26. The Group then discussed the desirability of providing some special incentives for the recruitment of women teachers. It felt that in view of their backwardness in general and non-availability in particular, some special measures in the form of incentives should be introduced for women teachers.

27. The Group, therefore, made the following recommendations in this connection:

(i) *Qualifications, etc., as regards recruitment and training for women teachers should be lowered; but, in no case, lower than Middle pass or its equivalent.*

(ii) *All girls' schools should be staffed by women teachers.*

(iii) *The upper age limit of recruitment for women candidates should be raised.*

(iv) *Women should be encouraged to go through condensed courses and be trained for the profession.*

(v) *More facilities for training should be given to women teachers by opening additional training institutions, wherever necessary.*

(vi) *All women teachers under training should get their salaries and other allowances, while under training. Fresh candidates should get suitable stipends, even when they are admitted to private and aided institutions.*

(vii) *Quarters for women teachers should be provided for the Primary school teachers and this programme should be given a high priority.*

(viii) *Special pay for working in rural and backward areas may be given.*

(ix) *Women teachers may be given extensions or given re-employment.*

(x) *The upper age-limit for recruitment of women as teachers may also be relaxed.*

(xi) *Part-time teachers should be appointed.*

(xii) *Husband and wife should be recruited, if available, and posted in the same place.*

28. The Group also discussed the target that should be fixed for the percentage of women teachers at the end of the third Five-Year Plan. It felt that it was desirable to appoint women teachers in all the Primary schools. But as this end could not be achieved in the near future, it recommended that women teachers should form at least 40 per cent of the total number of teachers at the end of the third Five-Year Plan.

Item (vii)—Planning and Location of Training Institutions

29. The position regarding the location of training institutions in the different States was noted. It was realised that a majority of these training institutions continue to be located in urban areas although all the States are seized of the need and propriety of placing them in rural areas. This seems to be due very largely to the non-availability of accommodation needed in the new institutions in the rural areas. Very often it so happens that the new institutions are located in certain places without reference to the needs of such institutions in particular areas and it resulted in a lot of wastage. It was also noted that, in some cases, communication facilities in the places selected for the location of training institutions are very awkward and inconvenient and, consequently, the new institutions get unnecessarily isolated.

30. The Group felt that the location of training institutions should be carefully planned and made the following recommendations in this connection:—

(i) *The District or some similar unit of area should be adopted as the basic unit for planning.*

(ii) *The new institutions should preferably be located in rural areas. It would be an advantage to locate them in development block and, wherever necessary, in scheduled or backward areas.*

(iii) *In locating training institutions in rural areas, care should be taken to see that good communication, drinking water facilities and medical aid are available. It is also necessary that educational facilities up to and including the Secondary stage should be available for the education of the children of the staff.*

(iv) *Care should also be taken to see that practising schools are available to every training institution in adequate number. Accommodation for hostel and staff quarters should be adequate and the land required for campus should be provided.*

Item (viii)—Supervision of Training Institutions

31. The existing position in this respect in the different States was noted and it was found that though the pattern of supervision of training institutions differs from State to State, the general practice is that it is left to the Education Officers at the District and Divisional levels. It was also noted that in some of the States there is, no doubt, a special officer in charge of teacher training at the Directorate level but he is mainly concerned with policy matters and has very little time to look into the working of the training institutions. It was mentioned that the District and Divisional Officers had their hands already full with the control of school education, as a whole, at Primary and Secondary levels where expansion was taking place at a great pace. During the third Five-Year Plan, with the introduction of free and compulsory education for the age-group 6—11 and its repercussions on educational development at every level, it was felt that it would be absolutely impossible for the Education Officers in the field—at District and Divisional levels—to do full

justice to the supervision of the training institutions situated within their jurisdiction. In view of the above considerations, it was felt that there should be a special agency for the supervision of training institutions. It was also suggested that this agency should be headed by a special officer at the directorate level to be helped by a team of assistants, whose number should be determined in proportion to the number of training institutions in a State—at least one of these assistants being a lady—who would supervise the training institutions specifically earmarked for the training of women teachers.

32. The suggestion regarding the special officer at the Directorate level was accepted but it was felt that instead of providing him with whole-time assistants, he should be assisted by panels of experts—official or non-official. The panel should include the District Education Officer, the Divisional Education Officer, a representative of the local education administrative authority and experts on teacher-education. The financial and administrative aspects of inspection, it was felt, should be left to the District or the Divisional officer, as the case may be. This inspection should be done annually. The professional inspection, on the other hand, should be done by a panel selected from out of the categories mentioned above. This team should consist of three members and should include the officer in charge of teacher training at the directorate level or, in his absence, the divisional or the district authority on education, as the case may be. This panel should make a thorough investigation into the working of the institutions and should see the actual working of the institution, discuss things with the head of the institution, the staff and the students also and as far as possible live with the trainees to do a proper assessment of the co-curricular activities and the community work being organised by the institution. Besides the physical and the academic conditions, the panel should also assess the influence which the institution is having on the environment.

33. The Group, therefore, recommended as follows:

The supervision and inspection of a training institution should not be the sole responsibility of the District or the Divisional Officer. A senior officer in the Directorate should be entrusted with this work and the inspection of a training institution should ordinarily be carried out by a panel constituted from amongst the staff of the graduates' training institutions. officers of the Education Department and non-official educationists. The routine annual administrative inspection may be left to District/Divisional officer.

34. The Group also felt that in addition to the supervision by outside agencies, as recommended above there is a great need for collaboration among the heads of different training institutions as well as among the Inspecting Officers at the District level to improve the programme of teacher-education. It was noted that there was no all-India body of teacher-educators nor was there any educational journal meant exclusively for the discussion of their problems and propagation of fresh ideas on this aspect of education.

35. In order to make good these shortcomings, the Group made the following recommendations:—

(i) *Seminars of Heads of Training Institutions, Principals of Post-Graduate Training Colleges and Inspecting Officers at Divisional and District levels should be organised and a scientific programme of follow-up should be chalked out.*

(ii) *A journal on teacher-education should be published on an all-India basis.*

(iii) *An all-India body on teacher-education with its counterparts in the States should be organised.*

Item (ix)—Standardised Expenditure Returns

36. It was observed that the cost per trainee per annum in the training institutions for Primary teachers shows immense variations from State to State. In the year 1956-57, this variation ranged from Rs. 110.3 in Manipur to Rs. 2074.3 in NEFA. Even if the Union Territories are left out, the variation in other States ranged from Rs. 116.6 in Madras to Rs. 517.6 in Jammu and Kashmir. When reasons for this vast variation were examined, it was found that at present different States show their expenditure returns in different ways. Some States included salaries and allowances of staff but they did not include stipend to pupil-teachers under training. Again, in some cases, the stipends are included but family allowances given to pupil-teachers are excluded. This kind of variation naturally makes the per capita expenditure returns incomparable. It was pointed out that this difficulty was mostly due to the fact that Government institutions in the States showed their expenditure returns under different heads and sub-heads according to the budget allotment. It was, therefore, considered desirable to devise a form for expenditure on teacher training institutions which would lead to better comparison of costs from State to State. It was also decided that no item of expenditure on account of practising school should be included in the expenditure on training institution. It was understood that per capita cost is the cost on training per year and is calculated as total expenditure divided by average attendance.

37. The Group, therefore, made the following recommendations:—

I. *Non-Recurring:*

(i) *Land and Buildings.*

(ii) *Furniture and Equipment.*

II. *Recurring:*

A. *College and Hostels*

(i) *Salaries and allowances of staff, teaching and non teaching;*

(ii) *Rents, repairs, taxes, etc.;*

(iii) *Library, Laboratory and Craft; and*

(iv) *Contingencies.*

B. *Trainees*

Stipends, duty pay and other allowances, if any.

C. Miscellaneous Expenditure

The per capita cost of teacher training may be worked out on the following basis:

The entire year's recurring expenditure under items enumerated above may be divided by output of teachers generally calculated on average attendance.

No item of expenditure on account of the practising school should be included.

Item (x)—Grant-in-aid to Private Institutions for the Training of Teachers

38. The question regarding the part that private institutions should play in the training of Primary school teachers was discussed at length. It was pointed out that there are some States like Maharashtra and Gujarat where private training institutions are numerically more than the government institutions. As opposed to this, there are certain States like Orissa, Assam and U.P. where the government institutions far out-number the private institutions. It was also noted that though in the State of Punjab private venture played an important part in the training of teachers yet, the State Government had taken the stand that it is not good to encourage private enterprise in the field of training. The Group, however, felt that a variety of management is ultimately in the interest of the cause because it gives some scope for comparison.

39. The Group also felt that a high standard of efficiency should be maintained in all training institutions whether government or private. No institution for the training of teachers should be permitted to exist if its main source of income was only fees from the trainees. It was observed that in certain cases training institutions were not properly equipped with library, laboratory, craft equipment, etc., and that the trainees were not taken out on excursions, which is quite essential in a training institution, for want of sufficient financial resources. In view of these considerations, the Group felt that the State Governments should be liberal in giving financial assistance to private institutions in the field of teacher-education.

40. The following recommendations were, therefore, made in this connection:—

No fees (except a term-fee at a rate not exceeding Rs. 2/- per term per trainee) should be collected in a training institution, government or non-government. This term-fee fund should be administered by a council of students and should be utilised for expenditure on recreational and cultural programmes and excursions.

Eighty per cent of the admissible recurring expenditure should be paid as grant-in-aid to the management of a private training institution provided they maintain an efficient standard of work and satisfy the conditions laid down in this connection. Grant-in-aid should also be given for expenditure on hostels such as salary and allowances of superintendent, cooks, servants, medical adviser, etc. So far as non-recurring expenditure is concerned, grant should be paid at 66⅔ per cent of the expenditure approved.

41. The Group also discussed the role which a university should play in the education of Primary school teachers. It was pointed out that, in the past, the minimum qualifications of trainees admitted into these training institutions used to be a pass in the Middle school examination but now-a-days the States had raised this qualification to a pass in the Matriculation examination. In such cases, teacher training, therefore, became a post-Matriculate type of education and should, therefore, come within the purview of the universities. It was also felt that the drafting of the universities into this field would infuse new blood into the activity. It was, therefore, felt that university departments of education should be encouraged to start experimental training institutions and they should be re-imbursed to the extent of 100 per cent.

42. The following recommendation was, therefore, made in this connection:—

> *The universities should be encouraged to start teacher-education institutions for junior teachers. These institutions should be experimental institutions and if the university departments of education do so they should be given 100 per cent assistance.*

Item (xi)—Service Conditions for Primary Teachers

43. *Minimum Qualifications*—The existing position in this respect was noted and it was found that in some States a pass in the Matriculation had been laid down as the minimum qualification. But there were still about half of the total number of the States where the minimum qualification was a pass in the Middle school examination. Besides the lower qualifications which prevail in some States, exemptions are given in a number of cases on grounds of backwardness, non-availability, etc. It was noted that the Ministry of Education had recommended on many occasions the principle that the minimum educational qualification for a teacher should be the completion of the Secondary school course. The following extract from the quinquennial report on the progress of education in India in the period 1947—52 was also taken into consideration in this connection:—

> "The Central Advisory Board of Education has for many years been insisting that the elementary school teacher must have at least two years' training after the Matriculation or of equivalent standard. The shortage of teachers compelled most States to deviate from these standards and content themselves with training of a year or even less. The main reasons in favour of a longer course are that before a teacher is taught how to teach he must at least know what to teach. The general knowledge of those who had taken the Matriculation examination was often such that this indispensable condition was not satisfied."

44. Keeping in view the immediate requirements of teachers, it was considered desirable to continue the recruitment of Middle passed persons for the profession.

45. The Group, therefore, made the following recommendation:—

The minimum qualification for the recruitment of Primary teachers should be the completion of the Secondary school course followed by two years' training. But till such time as such personnel become available in adequate numbers, trained Middle pass or untrained Matriculates or untrained Middle pass with more than 50 per cent marks may be appointed.

46. *Recruitment Procedures*—As regards the recruitment of teachers, it was noted that in some States it was done at the Central level whereas in other States it was at the Divisional or District level. It was also noted that, as things are, certain malpractices had crept into the procedure of recruiting candidates to the profession. The Group felt that there were two points which had to be emphasised in this connection. The first was that recruitment should be made at the District level and secondly it should preferably be done not by one person but by a committee which might be suitably constituted. The committee at the District level should be of sufficient importance and care should be taken to see that the usual malpractices do not come in. The Group, however, did not consider it advisable to prescribe a uniform composition for the whole of the country.

47. *Scales of Pay and Allowances*—As regards scales of pay and allowances, it was observed that the scales of pay of Primary teachers in India are very low. They could not, of course, be compared to the salaries offered to Primary teachers in the progressive countries of the West. But even in Asia, a comparative study carried out by Unesco recently showed that the salaries of the teachers are the lowest in India, Nepal and Pakistan.

48. It was noted that the problem had received some attention in the second Five-Year Plan and that there has been some improvement in the salary scales of teachers in the different States. A scheme was also included in the State sector of the second Five-Year Plan under which grant-in-aid at 50 per cent was offered to State Governments by the Central Government for improving the remuneration of Primary teachers. In spite of these achievements, however, the general position of the remuneration of Primary teachers still continues to be rather unsatisfactory. In some States, the minimum basic salaries of Rs. 40/- and Rs. 50/- have not yet been adopted. In many States wide discrepancies exist between the dearness and other allowances paid to Primary teachers and those paid to government servants drawing the same salary.

49. The Group, therefore, made the following recommendation in this connection:—

The scales of pay for the Primary school teachers should not be less than those attached to posts in other departments in the State for which the same general educational qualification is prescribed as the minimum qualification. Since the teachers have the additional qualification of professional training, they should be paid at least two advance increments in the scale. The minimum of the scale of pay for Middle pass teachers should be Rs. 50. There should be no

difference between the scales of pay of teachers in Elementary schools and those of teachers with the same qualifications in Secondary schools. The allowances to Primary teachers should be paid at the same rates as are given to the employees of the State Governments.

50. *Transfers and Postings*—The question of transfers and postings of teachers was taken up next. It was noted that in certain cases transfers were not made on educational or administrative grounds but on other considerations. This was considered highly objectionable. The Group felt that each State Government should frame definite rules in this behalf and they should be scrupulously observed. It was also felt that the transfers should not be very frequent and that they should not be made in the course of the year.

51. The Group made the following recommendation in this connection:—

No transfer of teachers should ordinarily be made in the middle of the year. General transfers should be ordered only before the beginning of the year and they should be made on the recommendation of a committee consisting of the District Education Officer or his representative, the President of the Panchayat Board or his representative, and some other person or persons appointed by the State Government in this behalf.

52. *Higher Promotion and Status*—As regards higher promotions, it was noted that in a majority of the States teachers could not look up to anything in the profession. If they improved their qualifications, then it was a different matter. In some States, there was provision for some posts in the selection grade. In Maharashtra, Gujarat and Madras, some of them could look forward to be a deputy or sub-deputy inspector.

53. The Group, therefore, made the following recommendation:—

There should be a selection grade for Primary teachers and the number of posts in the grade should be to the extent of 25 per cent of the strength of the entire cadre. Seniority-cum-merit should be the criterion for award of the selection grade.

54. *Old Age Provision*—In regard to old age provision also it was noted that there was a great deal of inequality in this respect in the different States. The Group felt that the provision for the purpose for Primary teachers was far from happy. By and large, most of the teachers get provident fund only. A few get pension and it was only in one State, Madras, that the triple benefit scheme of pension-cum-provident fund-cum-insurance had been adopted. The Group felt that the triple benefit scheme introduced in Madras State should be extended to all States. Experience had shown that mere pension benefited only those employees who lived for more than 12 years after retirement and that this was not a large proportion among Primary teachers. Those who die in service get no benefit therefrom and those

who die soon after retirement get very little. Provident fund was useful to those whose salaries were fairly large and who retire after a long service. Insurance, it was mentioned, could help in all cases of premature death. A scheme, therefore, which combines all these elements would obviously be the best provision for old age and dependents. The Group, therefore, felt that a scheme on the Madras lines may be adopted in all areas.

55. The Group also felt that efforts should be made to attract talented persons to the profession and some incentives should be given to them.

56. The following recommendation was made in respect of old age provision and attracting talented persons to the profession:—

Teachers should be given the triple benefit scheme i.e. pension-cum-provident fund-cum-insurance. Besides, to attract the talented persons to the profession, the following benefits should also be given:

(i) *Education up to the end of the Higher Secondary level should be made completely free to the children of Primary teachers.*

(ii) *Free quarters should be provided to teachers, especially in rural areas.*

(iii) *Funds should be provided for visits to educational institutions.*

(iv) *Free medical relief should be given to teachers.*

Item (xii)—Teachers' Organisations

57. The question of teachers' organisations was discussed at length. It was felt that they are necessary for developing professional standards of conduct among teachers. In progressive countries they have created a favourable climate for many educational reforms and were instrumental in stimulating support for education in different quarters. It was also felt that the State Departments of Education may take a lead in the matter and help in the setting up of such organisations. If need be, there should be two separate sets of teachers' organisations—one should be teachers' councils and the other teachers' associations. The teachers' councils should be formed at block or *taluqa* level and be organised by the Department of Education. Its primary objective should be the improvement of the efficiency of the teachers and in all educational matters its opinion should be invited and considered. The State Department of Education may even refer important matters to this organisation for opinion and advice.

58. Every State should also have teachers' associations and only such associations should function as are recognised by the Department. These associations also should have the improvement of education as their objective along with the advancement of the status and welfare of teachers in society.

[illegible] It was felt that these contacts and associations should be [illegible] as teachers. Moreover [illegible] open to teachers and to none else [illegible] recommendations [illegible]

[illegible] of teacher organisations is follows:

(a) [illegible] teachers in [illegible] [illegible] for [illegible] [illegible] will have for [illegible] of the interests of teachers [illegible] [illegible] matters affected [illegible] Parliament [illegible] [illegible] teachers in [illegible] [illegible] all management [illegible]

(b) [illegible] organised by the Department. These associations [illegible] of teachers states in their [illegible] be non-political and non-religious [illegible] Membership of these associations should be open to teachers and to none else

Item (xiii) Selection of Teachers and Freshmen for Admission to Training Institutions

60 The procedure for admission of candidates to training institutions and reservation of available seats to teachers in service and freshmen were considered. It was noted that these procedures and [illegible] from State to State. In some States like Kerala, [illegible] where a large majority of teachers in the [illegible] trained [illegible] in the training institutions are [illegible] to fresh candidates. But in some of the States like [illegible] Assam and Orissa, where a large majority of the teachers in service are untrained the problem of allocation of seats to freshmen and teachers in service assumes a great importance

61 The Group therefore made the following recommendation —

For purposes of admission to the training schools, preference should be given to untrained teachers already in service. However in order to reduce the cost of training eventually it may be desirable to provide more seats for the freshmen. For this purpose however an expansion of training facilities is needed. But in view of its expenditure and other consequences, it is necessary to give high priority to the proposal

62 In regard to selection for admissions it may be stated that in the case of untrained teachers in service admissions are generally made on the basis of seniority. In the case of freshers some States have a written test, admission others depend mostly on an interview. Intelligence tests are available in our country for finding out the aptitude of those who want to join the profession. It was felt that the Bureaus of Vocational and Educational Guidance should work

[illegible]

(b) The Group recommend, inter alia, the following recommendations:—

(i) [illegible]

(ii) [illegible] should be [illegible] the committee

(c) The Group also considered [illegible] freshers should be [illegible] full expenses of training

(d) The Group therefore made the following recommendations in this connection.—

(i) It would be desirable to pay full living pay to teachers during their period of training. However in view of the financial position it seems sufficient to cover the full expenses of training only to pay to all teachers [illegible] pay and teachers should not be sent of pupils under training for any reason whatsoever

(ii) It is [illegible] to pay some stipend to all fresh candidates [illegible] should be fixed in view of local conditions and should be such as to cover a very large part of the cost of training

Item (xiv)—In-service Training of Primary Teachers

66. The present state of affairs regarding facilities for in-service education of teachers was noted and it was found that facilities for the purpose are very inadequate. In some States, short-term courses, ranging from a week to six weeks, are being arranged, but these fall much below the requirements. Moreover, there are very few institutions for the training of Primary teachers who are in a position to undertake some kind of continuous interest in this field. It was noted that this is a great omission in the system of teacher-education in our country. Whatever emphasis we lay on teacher-education, it is on his or her pre-service education—the in-service education being completely ignored. The education of teachers cannot end with their passing out from the teacher training institutions because teachers can never be finished products. The real purpose of in-service education was explained by the Commission on Teacher-Education in the U.S.A. It stated as follows:—

> "The continued education of teachers means much more than making up defects in preparation. It means continuous growth in the capacity to teach. It means broadened understanding of human development and human living, and now more than in previous period in school history it means growth in one's capacity to work with others, with class-room teachers and members in a variety of activities, with parents and community leaders and with children of different age groups".

67. The Group, therefore, made the following recommendations:—

(1) *In-service training for trained teachers should be organised through seminars and refresher courses in manageable groups of 40 to 50 each.*

(2) *These courses of training should be supplemented by the following modes of post-training contacts:—*

(i) *The training schools should maintain a record of school-leavers passing out of the institution and should try to keep contact with them through correspondence.*

(ii) *Every training school should bring out some kind of a periodical or bulletin which should discuss the problems of Primary school teachers and should communicate to them recent changes, trends and developments in the sphere of Primary education.*

(iii) *Small libraries for teachers at Block, Tehsil/Sub-Divisional level should be set up.*

(iv) *There should be annual gatherings of teachers area-wise.*

(v) *Instructions through audio-visual appliances and peripatetic teacher-educators should be arranged at central Primary schools in rural areas.*

(3) *Necessary provision for expenditure for in-service training should be made under the following heads:*

(i) *Incidental expenses for the seminars.*

(ii) *Boarding and lodging charges for the participants of the seminars.*

(iii) *Travelling expenses for the participating teachers.*

(iv) *Allowances or honoraria to training school staff for additional work.*

(4) *The period spent by teachers in attending seminars and short training courses should be treated as on duty.*

Group II

This Group consisted of the following members:—

1. Shri S. Thakur (Bihar).
2. Dr. S. N. Mehrotra (Uttar Pradesh).
3. Shri B. G. Tewari (Rajasthan).
4. Dr. E. A. Pires (C.I.E., Delhi).
5. Shri K. Venkatasubramanian (Madras).
6. Shri M. K. Chakraborti (Tripura).
7. Shri H. L. Dhingra (Punjab).
8. Shri L. Chandrahas Singh (Manipur).
9. Shri S. K. Bhatt (Gujarat).
10. Shri V. H. Jagdale (Maharashtra).
11. Shri M. Basappa (Mysore).
12. Shri H. B. Majumdar (West Bengal).
13. Shri S. Subbarayan (Pondicherry).
14. Shri M. K. Shukla (Madhya Pradesh).
15. Shri D. N. Parimoo (Jammu & Kashmir).
16. Shri M. Ramakrishnan Nair (Kerala).
17. Shri G. Ramakrishnayya (Kerala).
18. Shri P. K. Roy (C.I.E., Delhi).
19. Miss B. Sharma (Delhi).
20. Shri I. S. Chaudhri (Planning Commission).
21. Shri T. N. Dhar (Planning Commission).
22. Shri L. P. Kadam (N.I.B.E., New Delhi).
23. Shri S. K. Saha, Assistant Educational Adviser, Ministry of Education—Convener.

2. The Group met under the Chairmanship of Dr. S. N. Mehrotra, Shri B. G. Tewari and Shri S. Thakur on different days. The working paper prepared by the Ministry of Education formed the basis of discussion. The various issues referred to this Group are given below:—

(i) Staffing of training institutions.

(ii) Syllabi and their revision, especially with reference to—

(a) orientation in community development;

(b) health education; and

(c) integration of the syllabus for the training of women Primary teachers with that of *Gram Sevikas*.

(iii) Methods of teaching.

(iv) Examinations.

(v) Organisation of extension services.

(vi) Development of a few selected training schools as experimental institutions.

(vii) Wastage in teacher-training.

3. It will be seen from the above that this Group was mainly concerned with problems relating to methods, staffing, syllabi and

examinations of teacher under training. A brief resume of the discussions held and recommendations made on each item is given below.

Item (i)—Staffing of Training Institutions

4. The question of staffing of the training institutions was discussed at great length. It was felt that just as the quality of teaching in our schools depends very largely on the quality of teachers, the effectiveness of instruction in training institutions will depend upon the quality of teacher-educators. Good teacher-educators, therefore, become very powerful means of raising standards in teacher-education. A good teacher-educator, it was thought, will be a person who has not only a good grasp of the principles of teaching but who has the ability to make use of those principles in actual practice. A teacher-educator, therefore, should have considerable actual teaching experience to his credit and a part of it should necessarily be for the class or classes for whom the teachers are being prepared. The Group felt that a person who can lecture on theory but who fights shy of giving demonstration lessons could never be a good educator of teachers.

5. The existing position in this respect was considered and it was observed that, in some States, the training institutions were not staffed either adequately or properly. In some of the States, most of the members of the staffs of these institutions were graduates while in others, only one or two members of the staff had these qualifications. It was also felt that teacher-educators should be properly orientated to the problems and practices of Primary education. From this point of view, they should have had experience of teaching in Primary schools or at least of supervising them. For those who have had no experience of the kind, it would be necessary to organise short orientation courses.

6. The question of the work-load of the members of the staff of these institutions was also considered. The Group felt that the staff of these institutions should neither be over-worked nor under-worked. There was a considerable difference of opinion in regard to the way in which the work-load of the staff could be measured and the manner in which supervisory work could be equated with teaching work. The Group, therefore, felt that a careful investigation on this point should be carried out by the Ministry of Education to ascertain the accurate position in this regard and to recommend an ideal work-load. It was, however, felt that, in view of the much needed improvement in the quality of training, the teacher-pupil ratio in training institutions should be 1:10.

7. It was also felt that certain incentives should be offered to the teachers of these institutions to enable them to put forth their best efforts. These include higher grades of pay or special pay, free quarters, conveyance allowance, free medical aid, facilities for improving qualifications and conducting research.

8 The Group, therefore, made the following recommendations —

(i) *Considering the need of improvement in the quality of training, the teacher-pupil ratio in training institutions should be 1 : 10.*

(ii) *The following staff will be required for training institutions*

(a) *Principal with a gazetted status. Qualifications for the Principal M.A. Second Class with good professional training qualifications*

(b) *Lecturers/Instructors (The number to be determined according to the number of courses provided) The qualifications of these lecturers should be Graduation with Basic training or its equivalent They should be qualified to teach the different subjects competently*

(c) *Craft Teachers (The number to be determined according to the number of crafts provided) Qualifications of these Instructors should be at least Matriculation, with a certificate or diploma in craft.*

(d) *Physical Training Instructor, Music Teacher, Art Teacher and a Librarian (Three separate posts). These should have certificates in their respective subjects.*

(e) *A part-time Medical Officer.*

(f) *Superintendent of the Hostel—It may be held by a member of the staff.*

(iii) *Lecturers of the training institutions should have some experience in teaching Primary classes or inspecting Primary schools In some of the States, the practice is that people with three years' teaching experience are preferred for appointment This practice may be more widely adopted.*

(iv) *It is necessary to determine the work-load of the lecturers in the training institutions by taking into consideration various factors like actual hours of work in teaching, number of demonstration lessons required to be given, time devoted to the discussion of practical lessons, supervision, community work, internal assessment and other work connected with the training programme. It was suggested that a careful investigation should be carried out by the Ministry of Education to ascertain the accurate position in this regard and to recommend an ideal work-load*

(v) *To improve the quality of teachers, following incentives are desirable*

(a) *Higher grades of pay or special pay or a higher start in the present scale of pay should be given.*

(b) *Free quarters (wherever possible, on the campus) or quarters on nominal rent*

(c) *Conveyance allowance or facilities for transport for special assignments such as teaching practice, extension work, etc.*

(d) *Free medical aid wherever it is not provided*

(e) *Facilities for visiting other institutions within and outside State*

(f) *Interchange of staff within the State is desirable Inter-State exchange also should be considered, wherever possible*

(g) *Facilities for improving qualifications for doing research and publishing results of investigations*

(vi) *There should be adequate facilities in the training institutions for making teachers acquainted with the modern trends in education. In the experimental training institutions, facilities for orientation training programmes should be provided This training programme would be mainly for the teachers who are already on the staff of the training institutions in the form of in-service education Such orientation course should consist of the following*

(a) *Principles and Problems of Primary and Basic Education.*

(b) *Methods of Teaching, especially in Primary schools.*

(c) *Supervision of Practice Teaching—How to guide?*

(d) *How to practise tutorials, group discussions and other kinds of work peculiar to training institutions*

Item (ii)—Syllabi and their revision especially with reference to (a) orientation in community development, (b) health education and (c) integration of the syllabus for the training of women Primary teachers with that of Gram Sevikas

9 The content of the course for the training of teachers was discussed in great detail The group felt that it was not possible to draw up a model syllabus for the guidance of the State Governments They however, finalised the areas which should be covered in the syllabus and suggested that the drawing up of the detailed model syllabus should be entrusted to a special committee which may be appointed later by the Ministry of Education

10 The question of Basic and non-Basic training institutions was also raised It was noted that in some States there are two types of teacher training institutions—some training teachers for work in Basic schools and others training teachers for work in non-Basic schools The Group felt that the continuation of this dichotomy was harmful to the cause of Basic education The Group therefore felt that the training of teachers should not only give teachers the much-needed orientation to the Basic pattern but it should also give them an insight into the broad problems of rural life It was also felt that where there is more than one level of training, there should be different courses of study for each level

11 In regard to the orientation of teachers to community development the broad outline of the programme and the financial implications involved in it were noted It was also felt that the community development programme in the villages required not only help and participation of the teachers but their leadership It was also realised

that the education department and the community development department should accept the programme of community development as equal partners and should make all-out efforts to implement it in the proper spirit. For this purpose, the orientation of the Primary school teachers to the programme of community development was not to be regarded as an end of the programme but only its beginning. Some members raised the issue that this orientation might mean extra burden for the teacher but the general consensus of opinion was that everywhere in the world the idea that the Primary school must become the centre of the local community was accepted—and that by asking the teacher to undertake this work, we were making an effort to bring the school and the community together. The idea of introducing this programme was not to do anything beyond what was considered to be legitimately a part of education in bringing the school and the community nearer to each other.

12. The arrangements made for the practice of teaching by the trainees during their training period were also considered. It was noted that this practice varied not only from State to State but in certain cases even from institution to institution. The participants felt that sometimes it was slip-shod and perfunctory and consequently not very effective. It was also noted that in some cases it is concentrated over a number of weeks whereas in certain other cases it is spread over the entire duration of the training course. With a view to improving matters in this sphere, the Group felt that the provision of a school on the campus is absolutely essential. This, however, it was thought, would not suffice by itself. Some kind of full-time arrangement with institutions off the campus would also be desirable to enable the trainees to get the feel of whole school situations and often of community situations also. This arrangement, the Group felt, would also make it easier for the trainees to know experiences in life and other situations similar to those in which they were likely to find employment later. The Group felt that if trainees are put on practice teaching in schools off the campus it will be essential for them to return to the campus on at least one day in a week for seminars, discussions and to receive guidance for handling difficult and troublesome situations. The trainees should also have continued supervision from the members of the staff and should be regularly visited by them.

13. The participants also discussed the place that should be assigned to the teaching of crafts in the content of the course. Some members of the Group felt that too much time was devoted to craft work to the detriment of academic work in the training institutions. To the suggestion that teachers could not be craftsmen and, therefore, separate craft teachers should be appointed, the Group felt that such arrangements might not be feasible in Primary schools. Another suggestion made in this connection was that only one craft should be offered. But this was not acceptable to the Group. The general consensus of opinion was that one main craft and a subsidiary craft should serve the purpose at the moment. It was also suggested that time devoted to craft should be balanced in relation to the time schedule for academic work. The participants felt that there should be balanced programme both in craft and academic work.

14. The Group made the following recommendations in regard to the content of the course in the training of teachers:—

(i) *The work of drawing up a detailed model syllabus should be entrusted to a special committee appointed by the Ministry of Education. The draft model syllabus should be so integrated as to include the theory and practice of community development in so far as it relates to the education of the child and health education. The syllabus should also take into consideration the best elements of the Basic and non-Basic syllabi.*

(ii) *Two different syllabi will be needed for two levels of training.*

(iii) *While there may be variations according to local conditions, the following areas should be covered in the syllabus:*

(A) *Education*

(1) *Principles and Practice of Education.*

(2) *Educational Psychology and Child Development.*

(3) *Methods of teaching and content of school subjects.*

(4) (a) *Languages,* (b) *General Science including Health Education,* (c) *Social Studies inclusive of Community Development,* (d) *Mathematics.*

(5) *School Organisation and Administration.*

(6) *Community Living and Extension Service.*

(B) *Art and Craft*

(1) *One main craft*

(2) *One subsidiary craft*

(3) *Art*

(4) *Music and Drama*

(C) *Practical Work*

(1) *Community survey and services*

(2) *Child study*

(3) *Preparation of teaching aids.*

(iv) *It is suggested that the Ministry of Education should make a thorough study of the problem of syllabuses and make the findings available to the States so that they can consider the revision of the syllabi. It will also be desirable for the Ministry of Education to prepare a handbook for the teacher-educators in the country.*

Item (iii)—Methods of Teaching

15. The Group discussed the methods of teaching generally employed in the institutions for the training of teachers. It was pointed out that the following techniques are generally made use of in these institutions.

(i) Lecture methods followed by (1) discussion, (2) dictation of notes, (3) memorisation of facts from selected textbooks or memorisation of lecture notes.

(ii) Writing of essays—assignments, reports etc.

(iii) Some child study and class-room teaching observation.

(iv) Discussion.

(v) Practical work in relation to crafts, community living and actual teaching in schools.

(vi) Demonstration and criticism of lessons.

16. It was, however, generally agreed that in these institutions the lecture method was, by and large, the most prevalent method. The Group felt that there was nothing wrong with the lecture method as such but there was a notieeable tendency on the part of lecturers to repeat set prepared notes. To improve the lecture method, the following suggestions were made:—

(i) Thorough preparation on the part of lecturers;

(ii) use of audio-visual aids motivating pupils to read (carefully selected reading lists to be prepared for the purpose); and

(iii) discussion, after every lecture, to elucidate difficult points.

17. Before indicating the teaching methods which should be followed in these institutions, the participants discussed the objectives of methods in training institutions. These were formulated as follows:—

(i) To help understanding of fundamentals of education and developing skills;

(ii) to help appreciation;

(iii) to help creativity, ingenuity, resourcefulness, to evolve new methods and techniques;

(iv) to stimulate thinking;

(v) to acquaint the trainees with actual conditions prevailing in the field of education, say, by conducting an educational survey;

(vi) to help cooperative learning and problem solving;

(vii) to help cooperative evaluation; and

(viii) to help in planning units of work.

18. It was felt that if the above objectives were to be realised, lecture method will not suffice and resort would have to be made to other progressive methods, like group discussion, seminar, workshop, symposium, observation and tutorial work. It was also felt that the methods in the training institutions should not be divorced from the methods advocated in Basic schools. Since correlation is a very important technique in Basic education, the trainees should be given a first hand experience of the method by actually practising it

19. The Group, therefore, suggested the adoption of the following teaching methods in training institutions:—

(i) *Lectures aided and supplemented by audio-visual aids, discussion, written assignments, class-room visitation;*

(ii) *lectures which will lead to further reading for consolidation and for finding out more facts related to the topics taught; training in the use of bibliography;*

(iii) *tutorials;*

(iv) *covering topics by setting long-term assignments, asking for bibliographical references in order to develop self-study techniques, practical assignments;*

(v) *survey of educational problems, survey of educational facts; community survey etc;*

(vi) *child study fallowed by written reports and discussion;*

(vii) *class-room observation in practising schools;*

(viii) *organised school visits and follow-up;*

(ix) *organised tours and excursions;*

(x) *group work: (1) Study Circles, (2) Practical Projects, (3) Theoretical Projects, (4) Practical-cum-Theoretical Projects;*

(xi) *methods involving group dynamics and cooperative problem solving like (a) Symposia, (b) Seminars, (c) Workshops, (d) Panel Discussions, etc. A few topics from each subject of the course may be carefully selected so that they may be covered through group methods;*

(xii) *conducting simple experiments or studies e.g. construction, administration and analysis of objective tests; a survey of spelling mistakes of children of a particular class etc.;*

(xiii) *learning by doing techniques—helping in understanding of theory in relation to practical work experience—projects at the following level may be undertaken:—*
(a)Projects or Units of work at Trainees' level; and
(b) Units of work at Children's levels should be undertaken during practice teaching;

(xiv) *planned practical work in relation to (i) crafts, (ii) child study, (iii) community uplift work, (iv) practical teaching, (v) construction of teaching aids, (vi) literature for children, (vii) evaluation programme, (viii) organisation of community life activities; and*

(xv) *demonstration lesson by the staff of the training institutions, teachers of practising schools and student-teachers; discussions of such lessons.*

Item (iv)—Examinations

20. The Group discussed the problems of examinations in training institutions. It was noted that, in this respect, there is considerable variation from State to State. In some States, there is a great emphasis on its external aspect, but in others, the internal aspect is more stressed. Similarly, in some places it is conducted mostly by written papers whereas in certain other places, the practical tests far outnumber the written tests. It was also pointed out that while in theory the training institutions laid a lot of emphasis on the new type examination, in actual practice, they seldom made use of it and had to rely on the traditional type completely. The Group felt that a combination of written papers, practical work and class work presented a workable solution. But the real problem was of finding the right balance between these instruments of judgment and the best way of combining them. It was pointed out by the participants that in all teaching-learning situations, the teacher wanted to evaluate the learning efforts of his pupils. The tests he made for his pupils were indirectly an evaluation of his own work also. When, however, an outside agency demonstrated a test, its purpose was to see that pupils reached a minimum standard—sometimes it would also enable the agency to compare different institutions. As regards external tests, the Group felt that

whatever their utility, it could not be denied that they dictated the curriculum. The influence of the written external examination was three-fold:—

(i) It affects the treatment of the subject to be examined;

(ii) it devaluates the status of subjects that are not offered for examination viz., creative and aesthetic side of education; and

(iii) the examination which begins as a means eventually becomes an end in itself.

21. Although the members of the Group were fully aware of the defects of an external examination, they concluded that such examinations, should continue for some time to come. They, however, felt that reforms in examinations should be introduced to minimise hardships caused to pupils. It was noted that a number of training institutions were already experimenting with different aspects of examinations. and a very large number of them had accepted the idea of internal assessment of practical work. In some cases, a portion of the marks for theory was reserved for internal work. The general consensus of opinion was that in order to win public confidence the theory papers must be externally examined for the time being.

22. Finally, the Group felt that no evaluation will serve its purpose unless it became a learning experience for those who were being evaluated. The examinees should see in examinations an opportunity to find out something they generally want to know about themselves.

23. Keeping these principles in mind, the Group made the following recommendations:—

Although the defects of an external examination are well-known, such examinations may continue in training institutions for some time to come; but in the meanwhile, some reforms should be attempted. The following were suggested from this point of view:—

(a) *Practical work, including teaching practice, craft and art work, and community living should be assessed internally by the staff of the training institution. So far as the practice teaching is concerned, a machinery should be evolved to coordinate the results of different institutions and to maintain standards.*

(b) *Subjects like educational or community survey might be treated as non-examination subjects. A record of progress should be enough.*

(c) *Theory papers should be externally examined; but 25 per cent of the marks should be awarded on the basis of class-work. If theory papers are too many, a few of them can be examined at the end of the first year. The content subjects viz., science, social studies, mathematics and languages may be examined internally.*

(d) *Cumulative records should be maintained by the training institutions. These should be utilised in finalising internal assessment. If these records are carefully kept and staff meetings are held at regular intervals to discuss them, some uniformity in assessment may be achieved. It will lead to objectivity also.*

(e) *In the external examination, the nature of questions needs revision. Questions should not be of such nature as would lead to cramming. Instead of asking only questions of fact, examiners should also try to measure the ability to understand, the ability to solve problems and the ability to apply principles. Short answer questions may also be helpful.*

Item (v)—Organisation of Extension Services

24. The Group discussed the need for organising extension services in the training institutions. It noted with regret that these services had not yet been instituted in the institutions imparting training for Primary teachers. As a result of this, teachers had, more or less, to depend willy nilly on their pre-service training. It rejected the idea that better standards of pre-service education would lessen the importance of continued in-service education. It emphasised that the education of teachers did not end with their passing out from the training institutions but it operated throughout life. The Group also felt that this education was not to be concerned with making good the defects in the preparation of teachers only but it meant their continuous growth in the capacity to teach. It was felt that the beginning in this respect should be humble and that, instead of instituting separate extension service departments in these institutions, efforts should be made to enable each institution to adopt a few schools in its vicinity and make efforts to improve the standards of efficiency in them.

25. The Group also discussed the necessity of short training or orientation courses for untrained Primary teachers. It felt that for the implementation of expansion schemes for the age-group 6—11 in the third Five-Year Plan the appointment of untrained teachers in considerable numbers would be inescapable. The experiment was tried in the second Plan and it was felt that it will have to continue in the third Plan also.*

26. The Group also discussed the type and amount of social work that the staff and trainees of the training institutions should be expected to do. The general feeling of the Group was that a Primary teacher should not be utilised by other agencies doing social work such as community development blocks, health services, cooperatives and the like, for solving the problems of them. The Group, however, felt that the staff and the trainees of these institutions should do some social work in the neighbourhood in order to have a practical experience of the curriculum taught in the school. It was, however, felt that the teaching job should not suffer in any way, because of such social service. Moreover, the social work attempted should have a practical bearing upon the training curriculum and the local community and should be integrated with the activities of the institution.

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* A detailed note on this type of training is re-produced in Annexure III of this report.

27. Keeping the above position in view, the Group made the following recommendations:—

(i) *Although an extension service programme for Primary training institutions cannot be as extensive or ambitious as that obtaining in the Secondary training institutions in the country, it should be the duty of every training institution to organise some extension service to a few schools in the neighbourhood. Such services should include programmes of in-service education for teachers of the neighbouring Primary schools. In addition, it should also be possible for every training institution to adopt a few schools in the neighbourhood and to strive to bring about an all-round improvement for such schools.*

(ii) *The staff and the trainees of a training institution should be engaged in social work in the area where the institution is located.*

Item (vi)—Development of Few Selected Schools as Experimental Institutions

28. The details of the pilot project for qualitative improvement of teacher education at the Primary stage were considered by the Group. It was brought to the notice of the participants that this programme which is in the centrally sponsored sector is one of the major programmes in the third Plan. It also meant that the funds for this programme will be available to the State Governments on a 100 per cent basis over and above their Plan ceilings.

29. The first step in the scheme is to select about 50 training institutions in the entire country and develop them as good experimental institutions.

30. It was also brought to the notice of the participants that there was an offer from the Commonwealth countries for training teacher-educators from this country. The principals/headmasters of the institutions selected under this scheme could be sent abroad for further training under this offer.

31. The financial implications of the project were also discussed. It was noted that Rs. 1 lakh has been provided for recurring expenditure and Rs. 2 lakhs for non-recurring expenditure for every institution. This has been done with a view to arriving at a rough estimate—the limit of Rs. 3 lakhs will not apply to each institution because the amount allotted for the purpose would be determined on the basis of the needs and requirements of each institution separately.

32. The selection of the institutions was to be left to the State Governments. But it was thought that some institutions managed by voluntary organisations should also be included in the scheme. The institutions selected for the purpose should be those which, with certain improvements, could be made model institutions. The staffs of these institutions should also have a good deal of continuity.

33. The Group welcomed the idea of selecting some training schools as experimental institutions and thought that they could do pioneering work in the qualitative improvement of teacher education at the Primary stage. This objective could be achieved if these institutions were manned properly and given adequate finances.

34. The Group, therefore, made the following recommendations:—

(a) *The selected training institutions should have the following objectives in view:—*

(1) *Training;*

(2) *In-service education; and*

(3) *Research.*

(b) *The following suggestions are made in respect of this programme:—*

(i) *There should be proper arrangement for evaluation and follow-up.*

(ii) *Arrangements should be made for training in craft of teachers of the neighbouring Primary schools.*

(iii) *Orientation programmes may be offered in these institutions for the staff of the training institutions as well as for the Primary school teachers.*

Item (vii)—Wastage in Teacher Training Institutions

35. The Group discussed the problem of wastage in Primary teacher training institutions in the country. It was noted that wastage occurred in these institutions because (a) some trainees left before the end of the course; (b) trainees completed the course but did not take the final examination or failed in that examination; and (c) they passed the final examination but did not join the profession. No information was available in regard to (c) above. Some members, however, felt that the incidence of wastage in respect of (c) above was quite high, especially in the case of women trainees. In regard to the incidence of wastage under (a) and (b) above, it was pointed out that the enrolment for one year in the training institutions of 14 States was 54,732. The number that appeared in the final examination in these institutions at the completion of the course was 41,163 (this number, presumably, includes some failures of previous years also) and the number passed was 33,464. This shows that about 25 per cent of the students enrolled either discontinued their studies during the course, or even if they completed the course they did not take the final examination. Similarly, the pass percentage in terms of number appeared is a little over 80 which also is rather low. No generalisation could, however, be made on the basis of figures for one year only.

36. The Group looked upon the high incidence of wastage in these institutions as a mark of their inefficiency. It felt that this wastage was not only wastage of financial resources but also of human resources. Moreover, the result of this wastage was that efforts put in the expansion of training facilities did not create the expected impact on improving the percentage of trained teachers. In view of this, the Group felt that pilot investigations should be undertaken in each State to find the correct extent of wastage and take necessary steps to remove it as early as possible.

37. The Group, therefore, made the following recommendations in this connection:—

(a) *To remedy the wastage that now occurs in training institutions, the following measures are suggested:*

(i) *Proper selection of the trainees;*

(ii) *preparation and maintenance of a waiting list of suitable candidates;*
(iii) *admission of stipendiary and non-stipendiary students;*
(iv) *reforms of examination; and*
(v) *execution of bonds requiring pupil-teachers to serve the schools after completion of the training, if required.*

(b) *It is also recommended that in each State a pilot investigation should be undertaken to find the extent and causes of this wastage.*

7. RECOMMENDATIONS

1. *Targets to be achieved at the end of the third Five-Year Plan*—The seminar is of the opinion that every teacher should be trained and it should ultimately be possible for the States to recruit only trained teachers for appointment. To achieve this target, each State is requested to draw up a phased programme to reach this position in a period not exceeding 10 years. Efforts in this respect will vary from State to State and in view of the fact that local resources may not be available for the purpose in some States, it is felt that Government of India should come forward with financial assistance in this respect.

2. *Duration of the Training Course*—The duration of the training course for Primary teachers should be two years. This should be achieved by the end of the third Five-Year Plan in all the States. However, during the transitional period when we are unable to provide for a two years' training course to *all* the teachers, it is recommended that one year training may be given to teachers who have completed the Secondary school course and that two years training should be given to teachers who have completed the Middle school course only. So far as the training course for the Middle passed teachers is concerned, it should be immediately extended to two years in all areas where its duration is one year only at present.

3. *Levels and Types of Training*—A syllabus of a higher standard should be adopted for teachers who have completed the Secondary school course. It should lay more emphasis on methods of teaching and principles of education. On the other hand, the syllabus for Middle passed teachers should lay greater emphasis on the subject matter to be taught in the schools.

4. Very early steps should be taken to convert all training institutions to the Basic pattern, and this should be achieved positively by the end of the third Five-Year Plan in all the States.

5. *Optimum Size of a Training Institution*—A teacher training institution should have four units or classes of 40 trainees each. If this number is admitted, normally the output of fully trained teachers in a two-year course will be 80 every year. As an emergency measure, the limit may be raised to 50 which will give an output of 100 teachers in a two-year course. The four-class unit is both manageable and economical. Where the course is of one year's duration the enrolment should be between 100 and 120. In view of the optimum size suggested here, the existing smaller institutions in the States should be raised to this size and the bigger institutions should be reduced to this size as far as possible.

6. *Recruitment of Women Teachers and Provision for Their Training*—In order to attract a larger number of girls to schools, especially in rural areas, the adoption of the following measures is suggested:—

(i) Propaganda to persuade parents to send girls to mixed schools up to standard V;

(ii) separate girls' schools for standards VI to VIII should be started even if the teacher-pupil ratio laid by the department of education is not reached;

(iii) appointment of women teachers, preferably from rural areas, should necessarily be made in mixed schools at the rate of one woman teacher for every 30 girl pupils or part thereof;

(iv) appointments of school mothers should be encouraged;

(v) more scholarships and stipends (in cash or kind) should be given to girls reading in schools; and

(vi) compulsory Primary education should be introduced for girls also.

7. The following measures should be taken as special incentives for the recruitment of women teachers:—

(i) Qualifications, etc., as regards recruitment and training for women teachers should be lowered; but, in no case, lower than Middle pass or its equivalent.

(ii) All girls' schools should be staffed by women teachers.

(iii) The upper age limit of recruitment for women candidates should be raised.

(iv) Women should be encouraged to go through condensed courses and be trained for the profession.

(v) More facilities for training should be given to women teachers by opening additional training institutions, wherever necessary.

(vi) All women teachers under training should get their salaries and other allowances, while under training. Fresh candidates should get suitable stipends, even when they are admitted to private and aided institutions.

(vii) Quarters should be provided for women teachers and this programme should be given a high priority.

(viii) Special pay may be given to those working in rural and backward areas.

(ix) Retired women teachers may be re-employed.

(x) The age-limit for recruitment of women as teachers may also be relaxed.

(xi) Part-time teachers should be appointed.

(xii) Husband and wife should be recruited, if available, and posted in the same place.

8. While opening new institutions for the training of Primary teachers the following considerations should be kept in view:—

(i) The District or some similar unit of area should be adopted as the basic unit for planning.

(ii) The new institutions should preferably be located in rural areas. It would be an advantage to locate them in development blocks and, wherever necessary, in scheduled or backward areas.

(iii) In locating training institutions in rural areas, care should be taken to see that good communication, drinking water facilities and medical aid are available. It is also necessary that educational facilities up to and inclusive of the Secondary stage should be available for the education of the children of the staff.

(iv) Care should also be taken to see that practising schools are available to every training institution in adequate number. Accommodation for hostel and staff quarters should be adequate and the land required for campus should be provided.

9. *Supervision of Training Institutions*—The supervision and inspection of a training institution should not be the sole responsibility of the District or the Divisional Officer. A senior officer in the Directorate should be entrusted with this work and the inspection of a training institution should ordinarily be carried out by a panel constituted from amongst the staff of graduates' training institutions, officers of the education department and non-official educationists. The routine annual administrtive inspection may be left to District/Divisional Officer.

10. The following measures should be taken to improve the programme of teacher training:—

(i) Seminars of Heads of Training Institutions, Principals of Training Colleges and Inspecting Officers at Divisional level should be organised and a scientific programme of follow-up should be chalked out.

(ii) A Journal on teacher education should be published on an all-India basis.

(iii) An all-India body on teacher education with its counterparts in the States should be organised.

11. *Standardised Expenditure Returns*—The following form is suggested for adoption of the returns of expenditure on training institutions by all the States:—

I. *Non-Recurring*:

(i) Land and Buildings

(ii) Furniture and Equipment

II. *Recurring*:

A. *College and Hostels*

(i) Salaries and allowances of staff, teaching and non-teaching;

(ii) Rents, repairs, taxes, etc.;

(iii) Library, Laboratory and Craft;
(iv) Contingencies.

B. *Trainees*

Stipents, duty pay and other allowances, if any.

C. *Miscellaneous Expenditure*

12. The per capita cost of teacher training may be worked out on the following basis:

Divide the entire year's recurring expenditure under items enumerated above by output of teachers generally calculated on average attendance.

13. No item of expenditure on account of the practising school should be included.

14. *Grant-in-aid to Private Training Institutions*—No fees (except a term fee at the rate of not more than Rs. 2/- per term per trainee) should be collected in a training institution, government or non-government. This term-fee fund should be administered by a council of students and it should be utilised for expenditure on recreational and cultural programmes and excursions.

15. Eighty per cent of the admissible recurring expenditure should be paid as grant-in-aid to the management of a private training institution provided they maintain an efficient standard of work and satisfy the conditions laid in this connection. Grant-in-aid should also be given for expenditure on hostels such as salary and allowances of a superintendent, cooks, servants, medical adviser, etc. In so far as non-recurring expenditure is concerned, grant should be paid at 66⅔ per cent of the expenditure approved.

16. The universities should be encouraged to start teacher-education institutions for junior teachers. These institutions should be experimental institutions and if the university departments of education do so they should be given 100 per cent assistance.

17. *Service Conditions for Primary Teachers*—The minimum qualification for the recruitment of Primary teachers should be the completion of the Secondary school course followed by two years' training. But till such time as such personnel become available in adequate numbers, trained Middle pass or untrained matriculates or untrained Middle pass with more than 50 per cent marks may be appointed.

18. Recruitment of teachers should be made by a committee of sufficient importance and care should be taken to see that the usual malpractices do not come in.

19. The scales of pay for the Primary school teachers should not be less than those attached to posts in other departments in the State for which the same general educational qualification is prescribed as the minimum qualification. Since the teachers have the additional qualification of professional training, they should be paid at least two advance increments in the scale. The minimum of the scale of pay for Middle pass teachers should be Rs. 50. There should be no difference between the scales of pay of teachers in Elementary schools and those of teachers with the same qualifications in Secondary schools. The allowances to Primary teachers should be paid at the same rates as are given to the employees of the State Governments.

20. No transfers of teachers should ordinarily be made in the middle of the year. General transfers should be effected only before the beginning of the year and they should be effected on the recommendation of a committee consisting of the District Education Officer or his representative, the President of the Panchayat Board or his representative, and some other person or persons appointed by the State Government in this behalf.

21. There should be a selection grade for Primary teachers and the number of the posts in the grade should be to the extent of 25 per cent of the strength of the entire cadre. Seniority-cum-merit should be the criterion for award of the selection grade.

22. Teachers should be given the triple benefit scheme i.e. pension-cum-provident fund-cum-insurance. Besides, to attract the talented persons to the profession, the following benefits should also be given:

(i) Education up to the end of the Higher Secondary level should be made completely free to the children of Primary teachers.

(ii) Free quarters should be provided to the teachers, especially in rural areas.

(iii) Funds should be provided for visits to educational institutions.

(iv) Free medical relief should be given to teachers.

23 *Teachers' Organisations*—There should be two separate sets of teachers' organisations:

(a) *Teachers' Councils*—Such councils of teachers in recognised Elementary schools may be formed for convenient areas by the Department. These councils will have for their object the improvement of the efficiency of teachers. They may also express opinions on educational matters referred to them by the Director of Public Instruction They should not discuss political or non-educational subjects nor shall they take part in political activities. All teachers in recognised Elementary schools under all managements should be members of such councils.

(b) *Teachers' Associations Recognised by the Department*—These will have the advancement of teachers' status as their object. They should be non-political and non-religious in character Membership of these associations should be open to teachers and to none else.

24. *Selection of Teachers and Fresh Men for Admission to Training Institutions*—For purposes of admission to the training schools, preference should be given to untrained teachers already in service However, in order to reduce the cost of training eventually, it would be desirable to provide more seats for the fresh men.

25 Ordinarily, teachers above 35 years of age having 7 years of experience need not be sent for a regular training course. Separate training courses of shorter duration in elementary pedagogics may be organised for them.

26. The selection of fresh candidates for training should be done by a committee consisting of the head of the institution, a member of the Department and one or two educationists nominated by the Department. The selection should be made on the basis of (i) results obtained by the candidate on aptitude tests specially devised for the purpose, (ii) past achievements and academic record, (iii) interview by the Committee.

27. It would be desirable to give full duty-pay to teachers during their period of training. However, in view of the financial difficulties, a stipend sufficient to cover the full expenses of training may be paid to all teachers deputed for training in lieu of the duty-pay and teachers should not be out of pocket, while under training, for any reason whatsoever.

28. It is desirable to pay some stipend to all fresh candidates also. The amount of the stipend should be fixed in view of local conditions and should be such as to cover a very large part of the cost of training.

29. *In-Service Training of Primary Teachers*.—In-service training for untrained teachers should be organised through seminars and refresher courses in manageable groups of 40 to 50 each.

30. These courses of training should be supplemented by the following modes of post-training contacts:—

(1) The training schools should maintain a record of school-leavers passing out of the institution and should try to keep contact with them through correspondence.

(2) Every training school should bring out some kind of a periodical or bulletin which should discuss the problems of Primary school teachers and should communicate to them recent changes, trends and developments in the sphere of Primary education.

(3) Small libraries for teachers at block, tehsil/sub-divisional level should be set up.

(4) There should be annual gatherings of teachers area-wise.

(5) Instructions through audio-visual appliances and peripatetic teacher educators should be arranged at central Primary schools in rural areas.

31. Necessary provision for expenditure for in-service training should be made under the following heads:—

(i) Incidental expenses for the seminars.

(ii) Boarding and lodging charges for the participants of the seminars.

(iii) Travelling expenses for the participating teachers.

(iv) Allowances or honoraria to training school staff for additional work.

32. The period spent by teachers in attending seminars and short training courses should be treated as on duty.

33. *Staffing of Training Institutions*—Considering the need of improvement in the quality of training, the teacher-pupil ratio in training institutions should be 1:10.

34. The following staff will be required for training institutions:—

(a) Principal with a gazetted status. Qualifications for the Principal—M.A. Second Class with good professional training qualifications.

(b) Lecturers/Instructors. (The number to be determined according to the number of courses provided). The qualifications of these lecturers should be graduation with Basic training or its equivalent. They should be qualified to teach the different subjects competently.

(c) Craft Teachers. (The number to be determined according to the number of crafts provided). Qualifications of these Instructors should be at least Matriculation with a certificate or diploma in craft.

(d) Physical Training Instructor, Music Teacher, Art Teacher, and Librarian—(Three separate posts). These should have certificates in their respective subjects.

(e) A part-time Medical Officer.

(f) Superintendent of the Hostel—It may be held by a member of the staff.

35. Lecturers of the Training institutions should have some experience in teaching Primary classes or inspecting Primary schools. In some of the States, the practice is that people with three years' teaching experience are preferred for appointment. This practice may be more widely adopted.

36. It is necessary to determine the work-load of the lecturers in the training institutions by taking into consideration various factors like actual hours of work in teaching, number of demonstration lessons required to be given, time devoted to the discussion of practical lessons, supervision, community work, internal assessment and other duties connected with the training programme. It was suggested that careful investigation should be carried out by the Ministry of Education to ascertain the accurate position in this regard and to recommend an ideal work-load.

37. To improve the quality of teachers, following incentives are desirable:—

(a) Higher Grades of Pay or Special Pay or a higher start in the present scale of pay should be given.

(b) Free quarters (wherever possible, on the campus) or quarters on nominal rent.

(c) Conveyance allowance or facilities for transport for special assignments such as practice teaching, extension work etc.

(d) Free medical aid wherever it is not provided.

(e) Facilities for visiting other institutions within and outside State.

(f) Interchange of staff within the State is desirable. Inter-State exchange also should be considered, wherever possible.

(g) Facilities for improving qualifications, for doing research and publishing results of investigations.

38. There should be adequate facilities in the training institutions for acquainting teachers with the modern trends in education. In the experimental training institutions, facilities for orientation training programmes should be provided. This training programme would be mainly for the teachers who are already on the staff of the training institutions in the form of in-service education. Such orientation course should consist of the following:—

(a) Principles and Problems of Primary and Basic education.

(b) Methods of Teaching, especially in Primary schools.

(c) Supervision of practice teaching—How to guide?

(d) How to practise tutorials, group discussions and other kinds of work peculiar to training institutions?

39. *Syllabus*—The work of drawing up a detailed model syllabus should be entrusted to a special committee appointed by the Ministry of Education. The draft model syllabus should be so integrated as to include the theory and practice of community development in so far as it relates to the education of the child and health education. The syllabus should also take into consideraion the best elements of the Basic and non-Basic syllabi.

40. Two different syllabi will be needed for two levels of training.

41. While there may be variations according to local conditions, the following areas should be covered in the syllabus:—

A. *Education*

(1) Principles and Practice of Education.

(2) Educational Psychology and Child Development.

(3) Methods of teaching and content of school subjects.

(4) (a) Languages, (b) General Science including Health Education, (c) Social Studies inclusive of Community Development, (d) Mathematics.

(5) The School Organisation and Administration.

(6) Community Living and Extension Service.

B. *Art and Craft*

(1) One main craft.

(2) One subsidiary craft.

(3) Art.

(4) Music and Drama.

C. *Practical Work*

(1) Community survey and services.

(2) Child Study.

(3) Preparation of teaching aids.

42. It is suggested that the Ministry of Education should make a thorough study of the problem of syllabuses and make the findings available to the States so that they can consider the revision of the syllabi. It will also be desirable for the Ministry of Education to prepare a handbook for the teacher-educators in the country.

43. *Methods of Teaching*—The following methods are suggested:—

(i) Lectures aided and supplemented by audio-visual aids, discussion, written assignments, class-room visitation.

(ii) Lectures which will lead to further reading for consolidation and for finding more facts related to the topics taught. Training in the use of bibliography.

(iii) Tutorials.

(iv) Covering topics by setting long-term assignments, asking for bibliographical references in order to develop self-study techniques. Practical assignments may also be set.

(v) Survey of educational problems; survey of educational facts; community survey etc.

(vi) Child Study followed by written reports and discussion.

(vii) Class-room observation in practising schools.

(viii) Organised school visits and follow-up.

(ix) Organised tours and excursions.

(x) Group Work: (1) Study Circles, (2) Practical Projects, (3) Theoretical Projects, (4) Practical-cum-Theoretical Projects.

(xi) Methods involving group dynamics and cooperative problems solving like (a) Symposia, (b) Seminars, (c) Workshops, (d) Panel Discussions, etc. A few topics from each subject of the course may be carefully selected so that they may be covered through group methods.

(xii) Conducting simple experiments or study e.g. construction, administration and analysis of objective tests; a survey of spelling mistakes of children of a particular class etc.

(xiii) Learning by doing technique—helping in understanding of theory in relation to practical work experience—Projects at the following level may be undertaken:—

(a) Projects or Units of work at trainees' level;

(b) Units of work at children's levels should be undertaken during practice teaching.

(xiv) Planned practical work in relation to (i) crafts, (ii) child study, (iii) community uplift work, (iv) practical teaching, (v) construction of teaching aids, (vi) literature for children, (vii) evaluation programme and (viii) organisation of community life activities.

(xv) Demonstration lessons by the staff of the training institutions, teachers of practising schools and student-teachers. Discussion of such lessons.

44. *Examinations*—Although the defects of an external examination are well-known, such examinations may continue in training institutions for some time to come; but in the meanwhile, some reforms should be attempted. The following were suggested from this point of view:—

(a) Practical work, including practice teaching, craft and art work, and community living should be assessed internally by the staff of the training institution. So far as the practice teaching is concerned, a machinery should be evolved to co-ordinate the results of different institutions and to maintain standards.

(b) Subjects like educational or community survey might be treated as non-examination subjects. A record of progress should be enough.

(c) Theory papers should be externally examined; but 25 per cent of the marks should be awarded on the basis of class-work. If theory papers are too many, a few of them can be examined at the end of the first year. The content subjects viz., science, social studies, mathematics and languages may be examined internally.

(d) Cumulative records should be maintained by the training institutions. These should be utilised in finalising internal assessment. If these records are carefully kept and staff meetings are held at regular intervals to discuss them, some uniformity in assessment may be achieved. It will lead to objectivity also.

(e) In the external examination, the nature of questions needs revision. Questions should not be of such a nature as would lead to cramming. Instead of asking only questions of fact, examiners should also try to measure understanding, problem solving ability and the ability to apply principles. Short answer questions may also be helpful.

45. *Organisation of Extension Services*—Although an extension services programme for Primary training institutions cannot be as extensive or ambitious as obtaining in the Secondary training institutions in the country, it should be the duty of training institution to organise some extension services to a few schools in the neighbourhood. Such services should include programmes of in-service education for teachers of the neighbouring Primary schools. In addition, it should also be possible for every training institution to adopt a few schools in the neighbourhood and to strive to bring about an all-round improvement for such schools.

46. The staff and the trainees of a training institution should be engaged in social work in the area where the institution is located.

47. *Development of a Few Selected Training Schools as Experimental Institutions*—The selected training institutions should have the following objectives in view:—

(1) Training;

(2) In-service Education; and

(3) Research.

48. The following suggestions are made in respect of this programme:—

(i) There should be proper arrangement for evaluation and follow-up.

(ii) Arrangements should be made for training in craft of teachers of the neighbouring Primary schools.

(iii) Orientation programmes may be offered in these institutions for the staff of the training institutions as well as for the Primary school teachers.

49. *Wastage*—(a) To remedy the wastage that now occurs in training institutions, the following measures are suggested:—

(i) proper selection of the trainees;

(ii) preparation and maintenance of a waiting list of suitable candidates;

(iii) admission of stipendiary and non-stipendiary students;

(iv) reforms of examination; and

(v) execution of bonds requiring pupil-teachers to serve the schools after completion of the training, if required.

(b) It is also recommended that in each State a pilot investigation should be undertaken to find the correct extent of wastage.

50. Studies of teacher training on the lines of the one undertaken at present should be repeated periodically at least every five years.

ANNEXURE 1

Primary Teachers in India

(A survey of their recruitment, training and service conditions)

In the latter half of 1959, the Ministry of Education initiated a project on the study of the present status of teacher-training with a view to presenting a comparative picture of the practices prevailing in the country and highlighting the areas which needed immediate attention. The data required for the study was collected from the State Departments of Education as well as from the teacher-training institutions. The data from the State Departments of Education was collected by the officers of the Ministry on points mentioned in the proforma given in Annexure IV(b). In order to collect the data from the teacher-training institutions, a questionnaire was sent out to State Governments with a request to pass on the copies thereof to all the institutions training Primary school teachers. They were further requested to instruct the institutions to send their replies to the questionnaire to the Ministry of Education either direct or through their Departments of Education. A copy of this questionnaire is given in Annexure IV(a).

2. The response to both these approaches was very encouraging. As a further step in the same direction, efforts were also made to contact the State Departments of Education, discuss the various problems with them in regard to practices of teacher-training and also visit some selected institutions in the States.

3. On the basis of the information so collected, a report on the status of teacher-training in each State (with the exception of Jammu and Kashmir for which the required data was not available) was prepared. It was based, not merely on a theoretical study of the replies to the questionnaire, but also on the findings of on-the-spot studies of officers of the Ministry. It described the present status of teacher-training in the different States in as objective a manner as possible and also put forward suggestions for reforms.

4. Originally, it was thought that the report of each State would be published in as complete a form as possible. But as the reports were pretty lengthy and there appeared to be a good deal of overlapping in certain portions, the issue was re-considered; and it was decided to present, in a single document, the entire picture of recruitment, training and service conditions of teachers in the country as a whole. This comparative study is the result of this decision.

New Delhi — D. I. LALL

30th November, 1960 — *Assistant Educational Adviser*

I—Minimum Qualifications for Appointment as Primary Teachers—There is no uniformity in regard to the minimum qualifications prescribed for recruitment as Primary teachers in the different States. In some States, a pass in the matriculation examination has been laid down as the minimum qualification in this respect and it is very seldom that a relaxation is made in this. In certain other States, not only is the minimum qualification much lower, but relaxations even from this low prescribed standard are fairly common. In some parts of the country, candidates who have passed the sixth class examination can also be recruited as teachers. The importance of a good standard of general education for teachers cannot be overemphasised. This question was studied by the Central Advisory Board of Education some years ago and an important recommendation made by them is as follows:—

> "As a necessary preliminary to the question of training, the Committee wish to lay it down that person entering upon a course of training should have minimum educational background. They are satisfied that this minimum, even under existing conditions, can in no case be made lower than the possession of a matriculation certificate or its equivalent."

In view of the above recommendation, the Ministry of Education has suggested to State Governments, on different occasions, to raise the minimum educational qualifications for appointment as Primay teachers to a pass in the matriculation or its equivalent examination.

The existing qualifications laid down for the recruitment of Primary school teachers in the different States in the country are as follows:—

Andhra Pradesh—The minimum qualification laid down for recruitment as a teacher is a pass in the third form (i.e. equivalent to the Middle school examination). No difficulty is experienced in the State in enforcing these qualifications. Persons with higher qualifications are available, especially in urban areas and this applies more to Andhra area than to Telangana area. Those who have passed the Intermediate examination are admitted to a one-year training course. Relaxations are made in the case of scheduled castes, backward classes and women, if properly qualified candidates from these classes are not available. 10 per cent seats are reserved for scheduled castes and backward classes.

Assam—The minimum qualification for recruitment as a teacher is a pass in the Middle school examination. A certificate in teacher training is considered desirable but not insisted upon. Consequently, very few persons go in for this training on their own and most of the jobs are offered to untrained persons. Owing to inadequate supply, even these minimum requirements have to be relaxed in many cases, especially in the case of (i) women candidates, (ii) backward communities and (iii) hilly districts and backward areas. In some of the urban areas, persons with higher qualifications are sometimes available. These qualifications do not normally go beyond the matriculation level—the number of such teachers, however, is quite small.

Bihar—The minimum qualification for recruitment as a teacher is pass in the Matriculation examination or a non-matriculate who is trained. In the case of women, scheduled castes and scheduled tribes, the minimum qualification has been relaxed to a pass in the Middle school examination (senior Basic stage). In some cases, students who have passed the Intermediate examination are available.

Gujarat—The minimum qualification prescribed for teachers is a pass in the Primary School Certificate examination with 40 per cent marks. This examination is held after 7 years of schooling. Those who have Primary School Certificate as their basic qualification are considered to be qualified for teaching the first four classes and those who have passed Matriculation examination are considered to be qualified for the three next higher classes i.e. 5th, 6th and 7th. No difficulties are experienced in enforcing these qualifications. Among the non-backward classes especially a good number of S.S.C. passed candidates is available. One-third of the number of seats in mixed schools and all seats in girls' schools are reserved for women teachers. No relaxation of these qualifications is allowed at present. But the question of relaxing recruitment conditions for schools situated in hilly, forest and scheduled areas by taking persons born and brought up in those areas on the specific condition that they will serve in those areas for at least five years is under consideration of government. This will not imply any relaxation of a pass in the P.S.C. examination but the condition of obtaining a minimum of 40 per cent marks might be waived.

Jammu and Kashmir—The minimum qualification for recruitment as a teacher is a pass in the Matriculation examination. Relaxation is made in the case of women teachers, and a pass in the Middle school examination is accepted as the minimum qualification if Matriculates are not available.

Kerala—The minimum qualification prescribed for recruitment as a Primary school teacher is a pass in the S.S.L.C. examination together with T.T.C. examination. When sufficient number of qualified persons is not available from the scheduled castes and classes or backward communities, untrained S.S.L.C.'s are recruited. In the case of private schools also, untrained teachers can be recruited. But this can only be done if qualified teachers are not available.

Madhya Pradesh—The existing qualification prescribed for Primary school teachers of Madhya Bharat, Vindya Pradesh and Mahakoshal regions is a pass in the Middle school examination or any other equivalent examination recognised by the State Government. For Bhopal Region, the minimum qualification is a pass in the Matriculation or its equivalent examination. These qualifications have to be relaxed in some cases, especially in the case of backward and tribal areas where even Middle passed candidates are not available in sufficient numbers. Difficulties are also experienced in recruiting the requisite number of women teachers and the minimum qualifications have to be relaxed. Teachers with higher qualifications are available for the posts of Primary school teachers, but only in towns and cities.

Madras—For Elementary grade or Junior Basic grade teachers, the minimum qualifications is a pass in the III form or eighth standard public examination. For Secondary grade and Senior Basic grade, the minimum qualification is a pass in the S.S.L.C. examination. In the case of backward communities, if sufficient number of applicants is not forthcoming, even S.S.L.C. failed candidates are admitted provided they obtain the following minimum marks:—

First language	35%
English	30%
Elementary or General or Commercial Arithmetic	25%
Elementary or General or Home Science	25%
History and Geography or Social Studies	25%

For Elementary grade or Junior Basic grade teachers, no relaxation in the qualifications is permitted. In the matter of the selection, the following order of preference is observed for Elementary grade or Junior Basic grade teachers:—

S.S.L.C. failed.
Eighth Standard Examination passed
V form passed
IV form passed
III form passed

No difficulties are experienced in recuriting teachers because they are available in sufficient numbers and no relaxations are made in their basic qualifications.

Maharashtra—The minimum qualification prescribed for recruitment of Primary teachers is a pass in the P.S.C. examination which is held after seven years of schooling. In the case of non-backward communities, a minimum of 50 per cent of the marks at the P.S.C. Examination is insisted upon; in the case of backward classes and women it is 40 per cent. There is, however, a priority list of qualifications and S.S.C. passed teachers with training certificate get a higher priority. Those who have Primary School Certificate as their basic qualification are considered to be qualified for teaching the first four classes and those who have passed the Matriculation examination are considered to be qualified for the next three higher classes—5th, 6th and 7th. However, no rigid compartments exist in this respect and a P.S.C. teacher may be called upon to teach higher standards. No difficulties are experienced in enforcing these qualifications.

Mysore—The minimum qualification for appointment as teachers used to be a pass in Middle school examination. But with effect from 1960-61, it has been raised to a pass in the Matriculation examination. These qualifications are relaxed in rural and backward areas in general and in case of women teachers in particular.

Orissa—The minimum qualification for appointment as a teacher is a pass in the 7th class (Middle English) examination which is conducted by selected High schools in the State on a regional basis. Certificate in teacher-training is considered desirable but is not

insisted upon. Persons with higher qualifications are sometimes available in cities like Cuttack, Bhubaneshwar and some of the sub-divisional headquarters. But, as a rule, sufficient number of qualified candidates is not available for recruitment as teachers.

Punjab—The minimum qualification for appointment as a Primary school teacher is a pass in the Matriculation examination and a pass in the Junior Basic Training course for teachers. No difficulties are experienced in enforcing these qualifications. In urban areas, persons with higher qualifications are sometimes available—though their percentage is not very high. These higher qualifications include a pass in the Intermediate examination or some qualifications in Hindi or Punjabi language as Proficiency, Higher Proficiency or even Honours. The minimum qualification is not relaxed below a pass in the Matriculation examination.

Rajasthan—The existing minimum qualification for recruitment as Primary teachers is a pass in the Matriculation examination. A certificate in teaching is considered desirable, but is not insisted upon. Owing to non-availability of an adequate number of Matriculates, this minimum qualification cannot be enforced in the case of women in general and in the case of men in backward districts, especially Jaisalmer, Jalore, Banswada and Dongarpur. This relaxation is made in favour of those who have passed the Middle school examination. In cities (especially Jaipur, Jodhpur and Udaipur), Intermediate passed students sometimes come forward to join the profession. Their number, however, is very small.

Uttar Pradesh—The minimum qualification for recruitment of Primary school teachers is a pass in the Junior High school (Class VIII) examination or Shastri in Sanskrit with Prathma in all subjects (with old course prior to 1951) or Prathma according to the revised syllabus or Sampuran Madhyama in Sanskrit or Vidya Vinodhini Examination without advanced English, or any examination equivalent to the Junior High school examination. The training qualification i.e. the H.T.C. (Hindustani Teachers' Certificate) is considered essential; but untrained teachers are also recruited where trained hands are not available. No difficulties are experienced in the enforcement of the basic educational qualifications except in the case of women candidates whose number is very limited. The question of relaxing the minimum qualifications arises in very rare cases.

West Bengal—The minimum educational qualifications for recruitment as a teacher is a pass in the Matriculation examination. A trained teacher is preferred for recruitment, if available. No difficulties are experienced in getting an adequate number of men teachers. But women candidates and candidates from scheduled tribes and scheduled castes, however, are not readily available and in these cases, non-Matriculates are also recruited. The non-Matriculate candidates, however, have to undergo training before they can be recruited as teachers. Moreover, they are also subjected to a test and they have to achieve a satisfactory standard in school subjects before they are admitted to a training school.

Delhi—The minimum qualification for recruitment as a teacher is a pass in the S.S.L.C. examination with a Certificate or Diploma in teaching. No relaxations are made in these conditions.

Himachal Pradesh—A pass in the Matriculation examination in the case of men teachers and Matriculation (English only) in the case of women teachers is the minimum qualification for recruitment. Preference is given to trained teachers. Difficulties are experienced in securing suitably qualified people for out-of-the-way places. No relaxations are made in the minimum qualifications prescribed.

Manipur—The minimum educational qualifications for recruitment as teachers is a pass in the 8th Class in the Imphal and the valley area and a pass in the 6th Class in the hilly areas. Relaxations have to be made in these qualifications due to non-availability of suitably qualified persons in the hilly areas.

Tripura—The minimum qualification for recruitment as teachers is a pass in the School Final Examination. Difficulties are experienced in getting teachers in the interior. It is especially so in the case of women teachers. Relaxations are not made in case of men teachers but they have to be made in the case of women teachers.

Pondicherry—The minimum qualification for recruitment as teachers is a pass in S.S.L.C., Matriculation, *Brevet Elementaire de l'Ensengnement Primarie du Francais, Brevet de langue Indienne,* which correspond to Matriculation in French and Tamil.

II—Recruitment of Teachers—The procedure for the recruitment of teachers varies from State to State. On the one hand, there are States where this has been centralised—in one State it rests entirely with the State Public Service Commission and in another with the Subordinate Service Selection Board. In some States, on the other hand, recruitment of Elementary grade teachers is the concern of the District Education Officers. There is generally an interview where the qualifications of the candidates are considered and decisions regarding appointment are made. It is, however, observed that in most of the cases, the interview procedures tend to become mechanical. Moreover, no efforts have been made so far to devise aptitude tests for the purpose of selecting teachers. It is also observed that in some of the States, difficulties are felt in the recruitment of women teachers because enough teachers are not available. In almost all the States, difficulties are experienced in recruiting teachers for rural areas in general, and for backward and out-of-the-way areas in particular.

The position regarding the recruitment of teachers in the different States is as follows:—

Andhra Pradesh—Elementary grade teachers in government schools are recruited by the District Educational Officers and Secondary grade teachers by the Regional Deputy Directors of Public Instruction. District Board teachers are recruited by the District Boards through their Special Officers. These District Boards are now being replaced by the *Zila Parishads* and the Primary schools have been handed over to the *Panchayat Samitis* which will make appointments of teachers in block areas. In municipal areas, the appointment committees of the municipalities recruit teachers. The aided managements themselves make the necessary appointments.

Assam—There are Regional School Boards in the State of Assam and appointments of teachers are made by the Chairman of this Board on the recommendation of the Secretary of the Board who invariably is the Deputy Inspector of Schools. Till recently, the Regional School Boards used to hold their own tests; but this practice has now been given up and the selection test is held by the State Basic Education Board which consists of 21 members including the D.P.I., a Principal of the Basic Training Centre, Head of the Teachers Training Department of the Gauhati University and some educationists in the State. On the result of this test, lists of candidates eligible for recruitment, in order of merit, are prepared by the Board sub-division-wise and are forwarded to the Regional School Boards. Appointments are made by the Chairman of the Regional School Board in consultation with the Secretary in order of merit.

Bihar—In rural areas, teachers are selected for appointment by a Planning Committee in each district which consists of 11 members. The District Magistrate is the President of this committee and the District Superintendent of Education is its Secretary. Out of the other 9 members, 5 members are Members of the State Legislature. In Municipal Board areas, the appointments are made by the Chairmen of the Municipal Boards and there is no committee to assist them for the purpose. In the case of government schools, the appointments are made by the District Education officers, who are class I officers.

Gujarat—Recruitment is made by School Boards through their Staff Selection Committees. This Committee consists of three members—the Chairman of the School Board, the Administrative Officer of the School Board and the Educational Inspector. For purposes of selection, candidates are first arranged in order of merit at the final public examination passed by them and twice the number of candidates to be recruited is called for interview. These candidates are then interviewed by the Staff Selection Committee and they are further re-arranged on merit basis. Appointments are made on the basis of this list. In the case of private institutions, appointments are made by the Managing Committees.

Jammu and Kashmir—At present the State is the main agency for the recruitment of Primary teachers—the number of Primary schools run by private organisations being very small. Tehsil Education Officers invite applications which are submitted by them to the District Inspector of Schools. Appointments are made by the Deputy Director of Education.

Kerala—The Kerala Public Service Commission is entrusted with the job of selecting teachers for appointment in departmental schools. In the case of private managements, the selections and appointments rest with the managements. As regards recruitment of teachers in departmental schools, 50 per cent of the total requirement is thrown open to all castes and communities and selection is made on merit. The remaining 50 per cent is reserved for scheduled castes, scheduled tribes and backward communities, not on economic backwardness but community backwardness. Individuals coming from backward and scheduled castes and tribes can also apply for open selection which does not reduce their reserved seats correspondingly.

Madhya Pradesh—Candidates have to apply every year for recruitment as teachers to District Inspector of Schools of the district in which they wish to serve. The District Inspector of Schools registers these applications and prepares preliminary lists of suitable candidates after allotting marks to them for their qualifications, previous experience etc. These papers are put before a recruitment committee for each district which selects them on the basis of an interview.

In the Mahakoshal area, *Janapads* are in the control of Primary education and they recruit Primary teachers.

Madras—There are three agencies for the recruitment of teachers in the State and they are—the State Government, Local Bodies and Private Managements. In the case of government institutions, the number of which is not very large, the Divisional Inspector of Schools is the recruiting and appointing authority. In the case of Local Bodies, the Sub-Divisional Officer or Municipal Commissioner is the proper authority. He has to discharge his responsibility in consultation with the President of the District Board or *Panchayat* Board, as the case may be. Only those candidates can be selected who are suggested by the Employment Exchanges. In the case of Private Managements, the responsibility rests with the authorities of the Managements themselves. Besides these, there are some schools run by the Harijan Welfare Department and others by the Fisheries Department. In the case of Harijan Welfare schools, the District Collector is the authority for recruitment. In the case of schools belonging to Fisheries Department, the executive head of the department is entrusted with this responsibility. No difficulties are experienced in the recruitment of women teachers or in the recruitment of teachers for rural areas. There is some difficulty in the recruitment of teachers for special regions which are not easily accessible.

Maharashtra—Recruitment is made by School Boards through their Staff Selection Committees. This Committee consists of three members—the Chairman of the School Board, the Administrative Officer of the School Board and the Educational Inspector. For purposes of selection, candidates are first arranged in order of merit at the final public examination passed by them and twice the number of candidates to be recruited is called up for interview. These candidates are then interviewed by the Staff Selection Committee and they are further rearranged on merit basis. Appointments are made on the basis of this list. In the case of private institutions, appointments are made by the Managing Committees of the institutions.

In Vidarbha area, *Janapads* which control Primary education recruit Primary teachers. In Marathawada area, there are special *ad-hoc* District Committees for the recruitment of teachers.

Mysore—When the reorganisation of States took place, this State was formed by the combination of areas from Bombay-Karnatak, Hyderabad-Karnatak, Madras-Karnatak, Coorg and Mysore. The procedures prevalent in these units before integration are still continuing. In ex-Mysore area, the Public Service Commission selects teachers and these lists are published district-wise in the official Gazette. District Education Officers have to recruit teachers for schools in their jurisdiction from these lists. In Bombay-Karnatak area, there are District School Boards and they select teachers for appointment through these

Selection Boards. (The procedure is similar to that in Maharashtra or Gujarat). In Hyderabad-Karnatak area, there are District Selection Committees with District Education Officers as Chairmen and these Committees are entrusted with the recruitment of teachers. In Madras-Karnatak area, Municipal Boards and District Boards invite applications and select teachers for appointment. In Coorg, the Mysore pattern is in force. In the case of private institutions, recruitment is made by the Managing Committees of the institutions. The question of bringing about uniform rules for the recruitment of Primary teachers is under the consideration of the State Government.

Orissa—A selection committee has been appointed in each District with the District Magistrate as the Chairman and the District Inspector of Schools as the Secretary. An officer of the District Board, if there is one, is appointed a member. Otherwise, the headmaster of the *Zila* school takes his place. Vacancies are advertised by the District Inspector and applicants are subjected to a written test and interview. The names of selected candidates are arranged in order of merit, sub-division-wise, to facilitate appointments. If a teacher is already working in a school and his application is approved by the selection committee, he is allowed to remain in the same school. This procedure, however, does not apply to teachers of private schools where the authority to appoint the teachers vests in the management.

Punjab—The State has set up a Subordinate Services Selection Board to select candidates for appointment to all posts carrying a basic salary exceeding Rs. 49 per mensem. Primary teachers also fall in this category and, consequently, selections are made on the recommendations of this Board. In the case of temporary vacancies, however, recruitment is made by the Divisional Inspector/Inspectress of Schools from amongst the names recommended by the Employment Exchanges. No such appointment can, however, continue for more than three months. Re-employment for a second term is possible with a day's break. In the case of denominational institutions, the selections are made by the Managing Bodies—the head of the institution being, as a rule, associated with these Bodies for selection purposes.

Rajasthan—With the enforcement of the Rajasthan *Panchayat Samitis* and *Zila Parishads* Act, 1959 in the State, the services of all the teachers in the Primary schools where the Act has been enforced have been transferred to the *Panchayat Samitis*. According to this Act, a Selection Commission consisting of three members has been appointed—two of these are whole-time paid officials and the third is the *Pramukh* of the *Zila Parishad* of the District in which the selection is to be made. This Selection Commission has been empowered to select persons for posts in the service for each district in accordance with the rules made in this behalf by the State Government. An emergency measure has also been provided in the Act which permits appointing authorities to make appointments temporarily for a period not exceeding six months. This period of six months may be extended in special cases in consultation with the District Establishment Committee.

Uttar Pradesh—In the case of private schools, selections are made by the managements themselves. In the case of *Antrim Zila*

Parishad (District Board) schools, lists of candidates are called for from the Employment Exchanges, and where they do not exist, direct applications are invited from the candidates by advertisements in newspapers. Appointments of posts up to a pay of Rs. 40 per mensem are made by the Deputy Inspector of Schools. Appointments to other posts are made by the *Adhyaksha* (Chairman) of the *Parishad*. In the case of Municipal Board Schools, recruitment is made by a selection committee consisting of the Chairman of Education Committee of the Board, the Deputy Inspector of Schools and the Superintendent of Education. In the case of government schools, appointments are made by the Regional Deputy Director of Education through a Regional Committee set up for the purpose. The appointments of women teachers are made by the Regional Inspectress of Grils' Schools.

West Bengal—The recruitment of teachers rests with the District School Boards. Each School Board sets up an appointment committee—consisting of some members of the Board and some others—which interviews candidates and makes recommendations for appointment. The District Inspector of Schools, who is an ex-officio Secretary of the District School Board is also an ex-officio member of this Committee. Appointments are made, on the recommendation of this committee, by the District School Board. No names can be included in the panel of selected candidates except on the recommendation of the District Inspector of Schools.

Delhi—In the case of private schools, appointments are made by their Managing Committees. In the case of Corporation schools, appointments are made by a Selection Committee set up by the Education Officer. In the case of Primary departments of government schools, selections are made by a selection committee of the Directorate.

Himachal Pradesh—The recruitment of teachers rests with the Territorial Council. There is a Selection Board in each District and the Deputy Commissioner and the District Inspector of Schools are its members. Candidates are interviewed by the Selection Boards and appointments are made by the Territorial Council.

Manipur—The Territorial Council makes appointments of teachers in government schools with the help of a Selection Committee which comprises the Chief Executive Officer, Principal Education Officer, the Deputy Inspector of Schools, Assistant Engineer, Assistant Principal Officer (Health Services) and Accounts Officer (the Selection Committee for all branches). A test is held by the Council and candidates are interviewed. In private schools, recruitment is made by the Board constituted for the purpose. The Board comprises District Inspector as Chairman, Assistant Inspector of the area, Headmaster of the School, one member of the School Committee and one nominee of the public.

Tripura—The responsibility of recruitment of teachers rests with the Tripura Territorial Council. Vacancies are advertised in newspapers and applications are invited from eligible candidates. List of candidates are also obtained from the Employment Exchange. The Territorial Council sets up a Selection Committee of which the Principal Officer, Education Department, is invariably a member. Appoint-

ments are made on the recommendations of this Committee by the Education Department, Territorial Council.

Pondicherry—Recruitment is made by the government by means of a Selection Test which consists of a written examination in Language and Mathematics and the successful candidates appear before an Interview Commission. The appointing authority is the Chief Commissioner or the Secretary concerned in consultation with the Adviser for Education. There are a few private institutions and the managements are solely responsible for the recruitment of their staffs.

III—Remuneration of Teachers—The scales of pay of primary school teachers for the different States in the country are given below:—

Andhra Pradesh—

Lower grade teachers	Rs. 26—1—40
Higher elementary grade teachers .	Rs. 30—1—42—2—66
Secondary grade teachers .. .	Rs. 45—2—55—3—100—4—120

Dearness Allowance

Up to Rs. 43	Rs. 30 ..	There is no distinction between D.A. paid to primary teachers and government servants of the same salary.
Rs. 44—59	Rs. 34 ..	
Rs. 60—99	Rs. 36 ..	
Rs. 100—149	Rs. 38 ..	

Assam—

Untrained non-Matriculates	Rs. 40—1—60
Trained non-Matriculates	Rs. 50—1—65
Untrained Matriculates	Rs. 50—1—65
Trained Matriculates	Rs. 60—1—75

Dearness Allowance

Government school teachers	15% of the basic pay plus 12½% of cash allowance.
Non-Government school teachers ..	Rs. 5

Teachers serving in the urban areas get a town allowance of Rs. 10. Teachers serving in hills get a hill-allowance of Rs. 10 p.m. The head teacher gets a charge allowance of Rs. 3 p.m.

Bihar—

Middle untrained	Rs. 30—½ (biennial)—40
Matric untrained	Rs. 40—2—50—EB—1—60
Intermediate untrained	Rs. 50—2—70—EB—2—90
Middle trained	Rs. 40—2—50—EB—1—60
Matric trained	Rs. 50—2—90
Intermediate trained	Rs. 60—2—80—EB—2—100

Dearness Allowance

Up to Rs. 100	40% of pay with a minimum of Rs. 17·50 and maximum of Rs 25.
Rs. 101—200	Rs. 45/-

The D.A. to Primary teachers is lower than that given to government servants with the same salary.

Gujarat—

Matriculates with 2 years' training ..	Rs. 56—1½—65—2½—70 Selection Grade for 20% of the cadre Rs. 70—3—100
Primary School Certificate with 2 years' training	Rs. 50—1½—65—2½—70 Selection grade for 15% of the cadre Rs. 70—2½—90

Dearness Allowance

Up to Rs. 50	..	Rs. 45
Above Rs. 50	..	Rs. 50

In addition to this, teachers also get local, compensatory and bad climate allowances at places where they are admissible to other government servants. This does not apply to non-government schools. But in so far as D.A. is concerned, there is no distinction between teachers and government servants.

Jammu and Kashmir—

Rs. 50—5—90—EB—6—120

Dearness Allowance

Up to Rs. 100	Rs. 25	..	There is no distinction between teachers and government servants.
Rs. 101—Rs. 200	Rs. 30	..	

Kerala—

Rs. 40—4—60—5—120

Dearness Allowance, Dearness Pay and Special Dearness Allowance.

Rs. 39 (No distinction between teachers and government servants).

The same scale is given to Elementary or Secondary grade teachers and it applies to all schools—whether government or denominational. The salaries of teachers, moreover, are paid direct by the government and the managements do not come into the picture at all.

Madhya Pradesh—

Middle untrained	..	Rs. 40—1—50—2—70
Middle trained	..	Rs. 45—2½—60—EB—4—100
Matric untrained	..	Rs. 45—2½—60—EB—4—100
Matric trained	..	Rs. 50—2½—60—EB—5—125

Dearness Allowance

(a) Government schools—

Up to Rs. 44	Rs. 26	..	There is no distinction between Primary teachers and government servant's.
Rs. 45 to 150	Rs. 33	..	

(b) Janpad and private schools—

The dearness allowance to Primary school teachers under Local Bodies and Private Managements is paid at different rates. Government pays subsidy for dearness allowance at the rate of Rs. 12, 15, 17, and 20 per teacher per month. In other schemes, the position of dearness allowance is as follows:—

(i) Scheme Nos. 133 and 232	..	@ Rs. 23 is included in grant.
(ii) Relief of Educated Unemployed Scheme (State).		
Matriculate teachers	..	@ Rs. 33
Non-Matriculates	..	@ Rs. 26
(iii) Relief of Educated Unemployed Scheme (Centrally sponsored)	..	@ Rs. 33
(iv) Schools under Local Bodies	..	@ Rs. 5 p.m. as interim relief.

Madras—

Elementary grade and Junior Basic grade teachers.	Rs. 31—1—45 plus a special pay of Rs. 6.
Secondary grade and Senior Basic teachers	Rs. 45—2—75 in the case of Local Board schools and Rs. 45—3—60—4—90 in the case of government schools plus a special pay of Rs. 5.

Dearness Allowance

Elementary grade and Junior Basic grade teachers	Rs. 30	There is no distinction between teachers and government servannts.
Secondary grade and Senior Basic teachers	Rs. 34	

Proposals to raise the scales of pay of Elementary grade or Junior Basic teachers to a minimum of Rs. 50 and of a Secondary grade or

Senior Basic grade teacher to a minimum of Rs. 65 are under consideration.

Maharashtra—

Matriculates with 2 years' training ..	Rs. 56—1½—65—2½—70 Selection Grade for 25% of the cadre Rs. 70—3—100
Primary School Certificate with 2 years' training	Rs. 50—1½—65—2½—70 Selection Grade for 15% of the cadre Rs. 70—2½—90

Dearness Allowance

Up to Rs. 50	Rs. 40 ..	There is no distinction between teachers and government servants.
Above Rs. 50	Rs. 45 ..	

In addition to this, teachers also get local, compensatory and bad climate allowances at places where they are admissible to other government servants. This does not apply to non-government schools.

Mysore—

Middle passed untrained	Rs. 40—1—50—2—60
Middle passed trained	Rs. 40—2—50—3—80
SSLC passed untrained	Rs. 50—3—80
SSLC passed trained	Rs. 50—3—80—4—100

Dearness Allowance

	City	Other places
Rs. 80 and below	30	25
Above Rs. 80 and below Rs. 100 ..	40	35

There is no distinction between Primary teachers and government servants.

There is a proposal to revise the scale of pay of trained teachers of Secondary grade to Rs. 50—3—80—4—100—5—120. In regard to the maximum pay to be given to Primary school teachers, the Government of Mysore have appointed a Committee to revise pay scales. The findings of this committee are awaited.

Orissa—

Government Schools—

(i) Lower Elementary trained teachers ..	Rs. 30—1—39 (Starting pay Rs. 35)
(ii) Higher Elementary trained teachers (men and women)	Rs. 40—1—50
(iii) Junior trained non-matric teachers (women)	Rs. 40—1—50
(iv) Senior trained non-matric teachers (women)	Rs. 40—1—50—2—60
(v) Untrained matric teachers (men and women)	Rs. 50—2—70—EB—2—90
(vi) Trained matric teachers (men and women)	Rs. 50—2—70—EB—2—90 (starting pay Rs. 60)

Other Schools—

Untrained non-matric	Rs. 30—1—39 (fixed pay Rs. 35)
Trained non-matric	Rs. 40—1—50.
Untrained matric	Rs. 40—2—60—EB—2—80
Trained matric	Rs. 50—2—70—3/2—85

Dearness Allownace

Teachers in government schools (i) to (iv) get dearness allowance of Rs. 24 and (v) and (vi) Rs. 30. Teachers in other schools are not entitled to any dearness allowance. They get a flat rate allowance of Rs. 5 p.m. in lieu of dearness allowance.

Teachers who have no houses of their own or are not provided with free accommodation are given house rent allowances at the following rates:—

Women teachers—

(i) in rural areas Rs. 3 p.m.

(ii) in urban areas Rs. 5 p.m.

Men teachers in urban areas only Rs. 2 p.m.

The Primary school teachers working under the scheme "Educational Programme to Relieve Educated Unemployment" get paid as under:—

(i) Untrained matric teachers	Rs. 40—2—60—EB—2—80
(ii) Untrained non-matric teachers ..	Rs. 30—1—39 (fixed pay Rs. 35)

There is a proposal to grant Rs. 20 (flat rate) to all teachers of Primary schools not in receipt of dearness allowance at government rates.

Punjab—

Rs. 60—4—80—5—120

85 per cent of the posts are in this scale; the remaining 15 per cent being in a higher scale of Rs. 120—5—175.

Dearness Allowance

Rs. 40 (No distinction between Primary teachers and government servants).

Rajasthan—

Trained Matrics	Rs. 60—130
Untrained Matrics	Rs. 50—80
Middle pass trained	Rs. 50—75

Dearness Allowance

Up to Rs. 99 ..	Rs. 30	No distinction between Primary teachers and government servants.
Above Rs. 99 ..	Rs. 35	

Some teachers who are Middle passed are still placed in Rs. 40—50 scale but no more recruitment to this scale is made.

Uttar Pradesh—

Board Schools—

Headmasters	Rs. 51—1—56—EB—1—61—EB—1—66
Assistant Teachers (trained)	Rs. 41—1—46—EB—1—51—1—56
Assistant Teachers (untrained)	Rs. 36

Dearness Allowance

Up to Rs. 46	Rs. 13·50 nP.
Above Rs. 46	Rs. 14·50 nP.

(The rates of D.A. given to government servants of the same salary are much higher).

Government Schools—

Assistant Teachers (J.T.C.)	Rs. 60—4—80—EB—5—130
Assistant Teachers (H.T.C.)	Rs. 45—2—65—EB—3—80

In the case of Primary school departments attached to private High schools—

Headmasters	Rs. 70—3—85—5—100—5—120
Assistant Teachers—	
(i) J.T.C.	Rs. 60—3—90—EB—5—120
(ii) Middle passed (V.T.C., P.T.C. & H.T.C.) ..	Rs. 40—2—50—EB—3—65
(iii) Only Middle passed	Two-thirds of Rs. 40—45 i.e. Rs. 27—1—34—EB—2—44

West Bengal—

Primary Schools— ...

Trained Matriculate	Rs. 55—1—60 (The head teacher gets a special allowance of Rs. 5 p.m.)
Untrained Matriculate or trained non-Matriculate	Rs. 50 fixed.
Untrained non-Matriculate	Rs. 40 fixed.

Dearness Allowance

Rs. 12·50	(The rates of D.A. given to government servants of the same salary are much higher).

Basic Schools—

Basic trained Matriculates/non-Matriculates	Rs. 55—4/2—90 plus 25% D.A. (The head teacher gets an allowance of Rs. 15 p.m. plus 25%, D.A. on it).

(In all the Union territories, the rates of D.A. allowed to Primary teachers are the same as those allowed to government servants of the same salary).

Delhi—

Rs. 68—4—130.

Compensatory Allowance

Rs. 55 –

plus House Rent Allowance of Rs. 15, if admissible. The Headmaster of a Junior Basic school gets an allowance of Rs. 25 p.m.

Himachal Pradesh—

Rs. 60—4—80—EB—5—120.

Dearness Allowance

Rs. 40.

Manipur—

Untrained Middle passed	Rs. 30—1—35—EB—1—40
Middle 'Guru' trained (one year) ..	Rs. 35—1—45
Normal trained (2 years)	Rs. 40—1—45—EB—2—55

Dearness Allowance

Not known.

Tripura—

Trained Matriculates	Rs. 70—130
Trained or untrained Intermediates ..	Rs. 70—130
Untrained Graduates	Rs. 70—130
Untrained Matriculates	Rs. 55—130

Dearness Allowance

Rs. 40.

Compensatory Allowance

Rs. 7.50 nP.

Cash Allowance

Rs. 5.

Pondicherry—

The teachers recruited in the pre-merger era are paid according to the scales of pay obtaining during the French regime and they are definitely higher than those in Indian States with a family allowance of Rs. 10 per child. For those recruited after November, 1951, the scales of pay are exactly the same as those obtaining in Madras State.

IV—Higher Promotions—The position of promotions to Primary school teachers has also been studied and it appears that avenues of promotion open to them are very few. In most of the States, Primary school teachers, unless they improve their qualifications, have to be contented with their own scale. Very few States have a selection grade which these teachers can aspire to. There are only three States where they can be promoted to the Inspection cadre. Moreover, in most of the States the head teacher does not get any special allowance for the added responsibility. Some States give this allowance and it varies from Re. 1 to Rs. 15. The exact position in regard to the avenues of promotion open to Primary school teachers in the different States is given below:—

Andhra Pradesh—There are no higher promotions open to teachers unless they improve their qualifications. The only thing open to a person not improving his qualifications is to be the head of a Primary school and get an allowance varying from Re. 1 to Rs. 5. Only senior teachers are appointed as headmasters. Teachers are, however, given opportunities to improve their qualifications by private study after three years of service.

Assam—Promotion of assistant teachers to the posts of head teachers is based on merit and seniority. There are no other promotions which can be granted to teachers. If they improve their qualifications, they can be considered for higher posts which carry higher grades of pay—in most of the cases, however, it is an automatic affair.

Bihar—There is no scope for promotion to a higher grade unless the person concerned improves his qualifications.

Gujarat—There are two kinds of promotions open to Primary school teachers. They are (i) promotions to the selection grade, and (ii) appointments to posts of inspecting officers. Promotions to selection grade are awarded by a Selection Committee consisting of the Educational Inspector of the district, Deputy Educational Inspector and the Administrative Officer. These selections are made on the basis of the three previous years' confidential reports of teachers. The number of posts reserved in the Inspecting cadre for Primary school teachers in a district is 35 per cent of the total number of posts. A list of such persons who are eligible for promotion to this scale is prepared on the basis of merit-cum-seniority by each District Educational Inspector and promotions are made by the Director of Education. It has been found in practice that in some of the districts, the percentage of 35 is, as a rule, exceeded.

Jammu and Kashmir—There is no scope for promotion for a Primary school teacher unless he/she improves his/her qualifications.

Kerala—There are no chances of promotion for Primary school teachers unless they improve their qualifications by private study. In such cases, a certain proportion of the total requirements in the graduate cadre is reserved for them. The Primary school teachers are not taken in the executive. The headmasters get an allowance of Rs. 5 p.m. Only seniors are promoted as headmasters.

Madhya Pradesh—Higher promotions can be earned by Primary school teachers only if they improve their qualifications. Otherwise teachers go on earning their increments in their own scales of pay.

Madras—There is no scope for promotion of Elementary grade teachers. They go on earning their increments in the time scale and reach the maximum in due course. In case of Secondary grade teachers, some posts of Junior Deputy Inspectors of Schools are reserved for them. At present there are 125 posts of Junior Deputy Inspectors. Of these, 20 per cent are filled up by direct recruitment and the rest by promotion from Secondary grade teachers. In practice, only those Secondary grade teachers are selected for appointment as Junior Deputy Inspectors who are graduates. This is so because a sufficient number of Secondary grade teachers who have passed the degree examination in the course of their service is available.

Maharashtra—There are two kinds of promotions open to Primary school teachers. They are (i) promotion to the selection grade, and (ii) appointments to posts of inspecting officers. Promotions to selection grade are awarded by a Selection Committee consisting of the Educational Inspector of the District, Deputy Educational Inspector and the Administrative Officer. These selections are made on the basis of the previous three years' confidential reports of teachers. A teacher can be considered for promotion to the selection grade after he has put in 15 years of service and two reports out of the last three are good. The other category of promotions consists of appointment as inspecting officers. The number of posts reserved in the Inspecting cadre for Primary school teachers in a district is 35 per cent of the total number of posts. A list of such persons who are eligible for promotion to this scale is prepared on the basis of merit-cum-seniority by each District Educational Inspector and promotions are made by the Director of Education.

Mysore—There are no chances of promotion open to teachers except in the case of Bombay-Karnatak area where 15 per cent of the posts of Deputy Inspectors are reserved for senior teachers. This is a relic of the practice prevailing in the erstwhile Bombay State and has not yet been extended to other parts of the State. Senior teachers are posted as headmasters of Primary schools. But this does not carry any allowance or special pay.

Orissa—There is no scope for higher promotion of Primary school teachers unless they get a chance to become head teachers on the basis of seniority and experience. Head teachers of Primary schools having more than two teachers get an allowance of Rs. 2 per month in addition to their salary. If they improve their qualifications, they are entitled to higher grade of pay.

Punjab—Fifteen per cent of the posts in the cadre of the Primary school teachers are selection grade posts carrying a higher scale of pay and teachers have opportunities to aspire to this higher scale. It has been laid down that a teacher must put in 5 years of service before he can be considered for promotion to the selection grade. There is no allowance admissible to head teachers.

Rajasthan—There is not much scope for granting promotions to teachers—a teacher works in his own grade. If, however, he gets some additional qualifications, he is considered for promotion to a higher grade and his confidential reports are duly taken into consideration for the purpose. When Primary schools were under the management

of government, it was an easy affair. But since they have been transferred to *Panchayat Samitis,* there might be some difficulties in such promotions in future.

Uttar Pradesh—Assistant teachers of Board schools may be promoted to the headmastership of Primary school which carries a higher scale. Excepting this, the teachers can look forward to other promotions only if they improve their qualifications. In the case of government schools, 50 per cent of the vacancies in the scale of Rs. 60—130 are reserved for promotion from amongst the permanent assistant teachers in the scales of Rs. 45—80 and Rs. 60—120 and the rest are reserved for direct recruitment from amongst the teachers of Local Bodies provided they have put in 5 years' satisfactory service and also hold H.T.C. or V.T.C. certificate.

West Bengal—The promotion of teachers vests in the District School Boards. In practice, these School Boards set up a Selection Committee which considers cases of promotion. But no promotion can be considered unless it has been recommended by the District Inspector of Schools. It has, however, to be noted that there are not many chances for the promotion of teachers to higher posts. They can only be promoted to the posts of headmasters, which carry a special pay. No untrained teacher can be selected for this promotion and promotions are made on the basis of experience and qualifications. If teachers improve their qualifications, they can be transferred from Primary schools to Secondary schools.

V—Old-Age Provision—The old-age provision for teachers varies from State to State. In general terms, teachers in government schools are entitled to pensionary benefits whereas those working in Board or Private schools are entitled to some kind of provident fund scheme. In the State of Madras, however, the triple benefit scheme i.e., contributory provident fund-cum-insurance-cum-pension is in force from the first of April, 1955.

It will be appreciated in regard to old-age provision that mere pension benefits only to those employees who live for more than 12 years after retirement and this is not a large proportion among Primary teachers. Those who die in service get no benefit therefrom and those who die soon after retirement get very little. Provident fund is useful to those whose salaries are fairly large and who retire after full service of 30 years or so; and insurance can help in all cases of premature death. A scheme which combines all these elements can obviously be the best provision for old-age and dependants. The State of Madras has a scheme on these lines and a copy of it is given in Annexure V.

The position of old-age provision for teachers from State to State is as follows:—

Andhra Pradesh—In government schools, teachers with less than 10 years of service are admitted to C.B.P.F. i.e., contributory provident fund-cum-pension-cum-insurance scheme. Teachers with more than 10 years of service are admitted to G.P.F. i.e., general provident fund and pension scheme. Teachers in Board schools and Private schools are entitled to provident fund.

Assam—Teachers in government schools are entitled to pension. Teachers in private schools are entitled to some gratuity subject to a maximum of two years' pay.

Bihar—In the case of government schools, teachers are entitled to pensionary benefits. In the case of Board schools they are entitled to provident fund.

Gujarat—Government school teachers get pensionary benefits. There is no uniformity in the case of Board school teachers—some are covered by the provident fund scheme and the others get a pensionary benefit.

Jammu and Kashmir—Government employees are entitled to pensionary benefits. In the case of private schools, whose number is very small, provident fund is in existence.

Kerala—Teachers of government schools are entitled to pension. In Malabar area, the triple benefit scheme is in force. It was introduced by the erstwhile Madras State and is still in force.

Madhya Pradesh—Teachers in government schools get the benefit of pension whereas teachers in Board and private schools get provident fund.

Madras—The triple benefit scheme i.e., contributory provident fund-cum-insurance-cum-pension scheme is in existence for all categories of teachers, including teachers of private and local bodies' schools.

Maharashtra—Teachers of government schools get pensionary benefits. Teachers employed by School Boards and by private managements are entitled to provident fund.

Mysore—Service is non-pensionable in local board and aided schools. For government teachers there is provision for pension. In case of ex-Mysore area, insurance is compulsory for confirmed government servants and the rates of premia are very much cheaper than the normal rates. Provident fund system exists in Board schools.

Orissa—Teachers in government schools enjoy benefit of provident fund as well as pension. Those in Board managed schools have the benefit of the provident fund only. Teachers in aided private schools have the benefit of teachers' provident fund scheme instituted by government.

Punjab—Teachers working in government schools are entitled to pensionary benefits—others subscribe to provident fund. In the case of schools recently taken over by the government, pensionary benefits are made available to provincial staff below the age of 30 provided they surrender their provident fund. In the case of others, the matter is still being considered.

Rajasthan—Teachers in government service are entitled to pension and gratuity. It is also compulsory for all teachers holding a permanent appointment under the government to effect insurance on his/her life with the department. Persons already insured can get exemption from this clause if they so desire. The minimum monthly premium payable is 6-1/4 per cent of the salary.

Uttar Pradesh—Teachers in government schools are entitled to pensionary benefits. Teachers in Board schools are entitled to provident fund. This privilege obtains in almost all the Primary departments of private schools also.

West Bengal—Teachers in government schools are entitled to pensionary benefits. Teachers of other Primary schools contribute to provident fund. Teachers are also eligible to some gratuity. It is generally at the rate of half month's salary for each completed year of service subject to a maximum of Rs. 900. A teacher, however, has to put in 10 years of service before he becomes eligible to this gratuity.

Delhi—Teachers confirmed in service get pension, gratuity, and their provident fund amount with interest after retirement. As regards teachers employed by Delhi Municipal Corporation, they get the benefit of contributory provident fund at the rate of 8-1/3 per cent. The Directorate of Education has introduced a salary saving insurance scheme in its schools under which teachers can take insurance policies and premiums thereof will be deducted from their salary bills monthly.

Himachal Pradesh—Teachers working in government schools are entitled to pensionary benefits whereas those working in private schools have the benefit of provident fund.

Manipur—Teachers in government schools are entitled to pension whereas those in private schools are entitled to provident fund.

Tripura—Teachers in government schools are entitled to pensionary benefits. Those in private schools are entitled to provident fund.

Pondicherry—The ex-French staff are entitled to pensionary benefits. The post-merger incumbents are recruited on a purely temporary basis and the question of old-age pension does not arise at present.

VI—Transfers of Teachers—There are many occasions when teachers have to be transferred from one institution or place to another. This has to be done not only on administrative grounds but also on personal preferences. In all such cases, the welfare of the pupils and the institutions should be the first consideration. There seems to be no reason why the wishes of individuals should not be met so long as the efficiency of institutions can be properly maintained.

It is, however, very difficult to find out the extent to which these principles are actually being followed by administrative agencies while ordering transfers of teachers. Each State, however, has laid down some principles in this respect and the position as it prevails in the different States is as follows:—

Andhra Pradesh—There are no transfers generally in the case of aided school teachers except in the Mission managements having a number of schools under their control. The Director of Public Instruction has ordered that the transfer of Mission school teachers should, as far as possible, be restricted to the same *Taluq*. In case a transfer outside the *Taluq* is needed, the management has to consult the District Educational Officer and, in the case of transfers from district to district, the Regional Deputy Director of Public Instruction. Transfers of District Board teachers are effected in consultation with the

inspecting officers. In the case of Municipal schools, transfers are made without consulting the inspecting officers as there is no change of town. Transfers recommended by the inspecting officers are mostly given effect to by the local bodies. Usually transfers are made in the months of July and August every year and they are arranged, in a conference of inspecting officers and managements, to the places preferred by the teachers. This practice was not being strictly adhered to in the recent past. Government have now issued orders for the observance of the rules regarding the transfers of teachers at a conference of inspecting officers and the managements i.e. *Zila Parishads*.

Assam—Transfers and postings are done by the Secretary, Regional School Board. Teachers are, however, unwilling to go to schools away from their villages. Efforts are, therefore, made to post them as near their residence as possible.

Bihar—In rural areas, transfers are made by the Chairman, District Board in consultation with the District Superintendent of Education. In case of any difference of opinion, orders of the District Magistrate are obtained. In the case of Municipal Boards, the powers are exercised by the Chairman of the Municipal Committee.

Gujarat—Transfers of teachers are made by the staff selection committee of each district. Some directive principles for governing transfers have been laid down by the Director of Education and these have to be observed while effecting transfers. It has also been laid down that, ordinarily, no teacher should be transferred until he/she has put in 5 years in that place. The limit for these teachers is 20% of the strength of the cadres in one year.

Jammu and Kashmir—Transfers are generally made by the Deputy Director of Education on the recommendation of the District Inspector of Schools.

Kerala—Before the summer recess every year, applications are invited from all the teachers wanting transfers and such transfers are sanctioned by the District Education Officer on fixed principles. Seniors and those who apply for a place near their husbands and wives, unmarried lady teachers who apply for a transfer to their native place, etc., receive preferential treatment. After the Kerala Education Bill, the same principles have been ordered to be applied in the case of private school teachers also. Corporate managements were previously effecting their own transfers without consulting the departments. These have now to be approved by the District Education Officer.

Madhya Pradesh—Transfers of teachers employed in government schools are made by the District Inspectors of Schools. Transfers of teachers working in schools run by local bodies are made by them. Teachers, to start with, apply and accept appointment in any school and area they are posted to. But once appointed, they try to get themselves transferred nearer home or to some other suitable place. Keeping in view the administrative efficiency, teachers are generally given benefit of getting themselves transferred to convenient places.

Madras—In the case of Private managements, transfers are made by the managements themselves. In the case of District Boards, the President, District Board, appoints teachers and the transfer of teachers is made in consultation with the District Education Officer. The District Boards are now under Special Officers pending the formation of Panchayat Unions. In the case of government schools, the Divisional Inspector of Schools orders the transfers.

Maharashtra—Transfers of teachers are made by the Staff Selection Committee of each district. Some directive principles for governing transfers have been laid down by the Director of Education and these have to be observed while effecting transfers. It has been laid down that, ordinarily, no teacher should be transferred until he/she has put in 5 years in that place. The limit for these transfers is 20% of the strength of the cadres in one year.

Mysore—Transfers of government teachers within the *Taluk* are made by Deputy Inspectors of Schools and within the Districts by the District Education Officers. Generally, annual transfers are determined once a year during summer in a meeting of the District Education Officers and the Inspectors of Schools. In Bombay-Karnatak area, the Administrative Officer and the School Board effect the transfers. The Local Bodies effect transfers with or without consulting the department. Private managements effect their own transfers.

Orissa—In the case of government, government managed and directly aided Primary schools, the District Inspector of Schools concerned transfers these teachers. Transfers are made only between schools of the same category and under the same management. In the case of teachers serving in schools managed by local bodies, such as District Boards, Local Boards and Municipalities, local bodies concerned control the transfers of these teachers on the recommendation of the inspecting officers of the department.

Punjab—Transfers of teachers are effected by the District Inspector of Schools. Though most of the Primary school teachers are government employees, efforts are made to post them near their home towns. Mid-session transfers are very rare.

Rajasthan—Formerly, transfers were controlled by the Inspectors of Schools. As the living conditions in rural areas were far from satisfactory, there was a great demand for teachers working in rural areas to be transferred to urban areas. With the setting up of *Panchayat Samitis*, however, and the transfer of Primary schools to these *Samitis*, the problem will, very largely, disappear. A teacher, as a rule, would be transferred from one school to another within the same *Samiti* only. He could go from one *Samiti* to another only with the approval of both the *Samitis* and the concurrence of the Department of Education. Ordinarily, no teacher is transferred before a period of three years.

Uttar Pradesh—Transfers are controlled by the *Adhyaksha* of the *Zila Parishad* in the case of District Board Schools and by the Superintendent of Education in the case of Municipal schools. In the case of government schools, they are controlled by the Regional Deputy Director of Education.

West Bengal—The State authorities do not have many problems regarding transfers of teachers. Teachers are appointed on a district basis and transfers are made by the District School Boards. But no transfer can be considered by the District School Board unless and until it has been recommended by the District Inspector of Schools. As such, transfers are usually made from one part of a district to another part. Transfers can also be made from one district to another provided both the District School Boards agree.

VII -Teachers' Organisations—Teachers, like other professional interests, are increasingly organising themselves into Unions and Associations. The number of such organisations varies from State to State and they function at all levels—Local, District, State and National. In some cases, they are recognised by the State Governments, whereas in other cases they are un-recognised. These organisations have so far given more importance to personal welfare than to professional advancement. It is, however, hoped that in the years to come they will have professional improvement as one of their principal aim.

The position of teachers' organisations in the different States of the country is as follows:—

Andhra Pradesh—Teachers' Associations in the State are practically departmental organisations. They meet once a month and attendance at these meetings is compulsory. At these meetings steps to improve standards of instruction in schools are taken by arranging model lessons, holding discussions on educational problems and so on. Besides, there are some teachers' unions which are mainly concerned with the improvement of status and raising the emoluments of teachers. They also have improvement of standards as one of their objectives—but their contribution in this sphere has not been material.

Assam—There is a Primary Teachers' Association in Assam with its branches in each sub-division. Although its activities are primarily directed to improvement of conditions of service, there is a growing tendency for the association to take to the work connected with professional improvement of teachers. The Education Department gives some financial assistance to the Association for such professional activities as it considers useful and beneficial to the teachers.

Bihar—There is a very strong organisation of teachers in the State of Bihar—the Bihar *Shikshak Sangh*. This organisation holds annual conferences and has been doing so for the last 15 years. It has its own headquarters at Patna with its branches at Thana, Sub-Division and District levels. It also runs cooperative stores. Formerly, it concentrated on the improvement of salary scales and service conditions of teachers. But, very recently it has started paying some attention to the improvement of standards of teaching also.

Gujarat—There are District and State organisations of teachers. They are mostly concerned with the improvement of scales of pay and service conditions of teachers. Model rules for the guidance of the associations of teaching and non-teaching staffs have been prepared by the government and these rules have to be followed in framing the constitution of associations of teachers.

Jammu and Kashmir—There are two such organisations—one is Teachers' Association and the other Teachers' Federation. Both concentrate on the improvement of salary scales and service conditions of teachers though they have the improvement of standards of teaching also as one of their aims.

Kerala—There are a number of teachers' associations in the State like the Cochin Aided Primary Teachers' Association, Trichur, Kerala Government Primary School Teachers' Union (formerly known as Kerala Government Primary Teachers' Association), Kerala Private School Teachers' Federation, Middle and Primary School Teachers' Assosiation, Trichur, Government School Teachers' Federation, Trivandrum, Uthara Kerala Primary Teachers' Association, Private School Teachers' Association, Kottyam, Kerala Aided Primary School Teachers' Association, All Kerala Language Teachers' Council, All Kerala Basic Trained Graduate Teachers' Association, Kozhikode Town Sirkar Teacher Front (refused recognition by government), Kerala Government School Craft Instructors' Association (refused recognition by government), Kerala Aided Primary Teachers' Union and Kerala Government Primary Teachers' Union. The main interests of these associations are not academic but improvement of scales of pay and service conditions. The Director of Public Instruction has written to the government for recognition of only four types of organisations viz., Departmental Primary and Secondary, Private Primary and Secondary and the matter is now under consideration.

Madhya Pradesh—There is one Primary School Teachers' Association in the State. Its objective is to work for the all-round betterment of teachers.

Madras—Teachers' Associations in Madras are practically departmental organisations. They meet once in a month. The attendance at these meetings is compulsory. At these meetings, steps to improve the efficiency in teaching are taken by arranging model lessons etc. Besides, there are Teachers' Unions. The activities of these unions are mainly concerned with raising the status and emoluments of teachers.

Maharashtra—There are district and State organisations of teachers. They are mostly concerned with the improvement of scales of pay and service conditions of teachers. Model rules for the guidance of the associations of teaching and non-teaching staff have been prepared by government and these rules have to be followed in framing the constitution of associations of teachers.

Mysore—There is a State Teachers' Federation for all teachers and the D.P.I. is its President. This is recognised by the government. Besides, there are Taluk Teachers' Associations which are purely academic in nature with the District Education Officer as the President of Middle School Teachers' Organisation and Deputy Inspectors for Primary School Teachers' Organisations. Besides, there are aided schools teachers' associations. Their interests are restricted mainly to the improvement of service conditions.

Orissa—There is an all Utkal Teachers' Association. It holds annual conferences in each educational circle and sends recommendations to government. The question of recognising this Association is under the consideration of government.

Punjab—Before the provincialisation of District Boards and Municipal Board Schools, there was an association of "Board Schools Teachers" now called "Government Teachers' Union". There is another association known as "Classical and Vernacular Teachers' Association" of government schools. Both these associations have fought pretty hard in the past to safeguard the interests of their members. These associations have improvement of standards also as one of their objectives.

Rajasthan—There is a Rajasthan State Teachers' Association. It is a non-political organisation and its activities include not only safeguarding the rights of teachers but also making advances in the field of education.

Uttar Pradesh—There is an association known as the U. P. *Adhyapak Mandal* and its membership extends to teachers of Junior and Senior Basic schools of the State. The functions of the *Mandal* are not only to remove the difficulties of teachers and to safeguard their rights and privileges but also to improve the educational programme. In actual practice, however, the *Mandal* has restricted its activities to conditions of service, scales of pay and qualifications for appointment as teachers, etc.

West Bengal—There is a District Primary Teachers' Association in each district and it has its branches at the Tehsil and Taluqa levels. These associations have the twin objectives of safeguarding the interests of teachers and improving standards of education. Some of them have been organising educational conferences where officers of the department have also been invited to guide them. There is an association of teachers at the State level also and it has played quite an important part in safeguarding the rights of teachers and in improving their salaries.

VIII—Selection for Training—There is a lot of variation in the methods employed for the selection of candidates for admission to training institutions. In some States sometimes the number of applicants is less than the number of seats available whereas in certain other States there is a keen competition for admission. In a place like Delhi, there are about 20 applicants for every seat available. The procedures adopted by different States for purposes of selection are as follows:—

Andhra Pradesh—In making admissions to teacher-training institutions, some reservation is made for scheduled castes, scheduled tribes and backward classes. Subject to these reservations, qualifications of candidates are the determining factor in making selection. In case of aided training institutions in Andhra area, selection is made by a committee consisting of the management and the District Educational Officer or the Inspectress of girls' schools. In the case of government training schools, the Headmaster of the training school and the District Educational Officer sit together and select candidates. In Telangana area, selection to government training schools is entrusted to the Regional Deputy Directors of Public Instruction, District Educational Officers and the Inspectors of Schools. As this procedure has taken away a part of the authority of the managements of private institutions, some of them are complaining against

this. This procedure, however, has one distinct advantage that selections are based on merit and consequently the chances of selecting better qualified persons are greater than otherwise.

In so far as teachers in service are concerned, they are selected for training according to their seniority. They should have at least two years of service for admission to training schools as teacher-candidates. Such teacher-candidates get salary and dearness allowance but no stipend during the training. There is no special examination for admission to training institutions. The selected candidates are on probation for 50 days in respect of non-Basic schools and 30 days in respect of Basic training schools. Candidates who are found to be unsuitable for the teachers' profession are sent out before completing their probation.

Assam—In the case of freshers, selections are made for every Regional School Board by a small committee of four members. There is no written examination and selections are based on (i) the results of the previous examination, and (ii) the interview. With effect from this year, a written test has also been introduced. In the case of untrained teachers in service, the initial list is drawn up by the Secretary of the School Board on the basis of the inspection reports of teachers. Final selection is made by the selection committee mentioned above.

Bihar—Freshers and teachers of less than 7 years of service are required to submit their applications for admission to the headmasters of training schools concerned. A selection test is held in each training school for two or three days when the applicants take full part in community life. The District Education Officer is in overall charge of the selection of candidates for admission to the training school. Written tests in Hindi, Arithmetic and general knowledge are also given and there is an interview also. On the basis of these tests, lists in order of merit are prepared and those who secure the highest marks are selected. In so far as teachers of less than 7 years of service are concerned, they have to compete with freshers who apply for appointment to the training institutions. In case of Matric or Middle passed untrained teachers of 7 years or more of service to their credit, selection is made by the District Education Officer and they have to undergo a course of training extending over a period of six months. During the period of training they get their pay an dallowances. In addition to six months' training, there is another course extending over a period of one year and is meant for those who have passed the Intermediate examination. This course prepares candidates for Middle schools.

Gujarat—90% of the seats in the government Basic training colleges and 80% of the seats in private Basic training colleges are reserved for deputed teachers. These teachers are selected by District Education Officers and sent for training. The remaining seats are open to freshers and selections are made by the head of the institution on the basis of merit. A selection committee is instituted for the purpose in each institution and it is responsible for making selections of candidates.

Jammu and Kashmir—Untrained teachers in service are selected for training on the basis of seniority and length of service. Selections are made by the Director of Education on the recommendation of

the District Education Officers. Freshers are selected for training by a selection committee consisting of headmaster of the training school and the principal of the training college to which the school is attached. A selection test is also held for these candidates. No percentages in regard to the teachers in service and freshers have been laid down by the department.

Kerala—Fresh men are selected by a committee consisting of a member of the Public Service Commission, the Headmaster of the Training Institution, the District Education Officer and the Manager of the Training Institution, if it is a private one. The minimum educational qualifications for admission are S. S. L. C. passed with 40 marks in each subject and 45 marks in the average of all subjects. The age-limit for admission is fixed between 17 and 25 except for teacher-candidates. In selecting candidates for admission, credit is given for proficiency in games, etc. While reserving seats for backward classes, scheduled castes and scheduled tribes, the minimum educational standards specified above are not relaxed under any circumstances. Fresh men are not given any stipend but they have to pay tuition fees of Rs. 50 every year besides special fees of Rs. 3.

Madhya Pradesh—Teachers who are already in service are selected for training according to seniority. Teachers beyond 35 years of age are, as a rule, not sent for regular training courses. There are some short-term training courses and they cater to their requirements. As regards freshers, selections are made by the Divisional Deputy Directors. In case of Matriculates, there is no written examination but only an interview. Middle passed candidates, however, have to take a written test. On the basis of marks obtained in the last examination and the result of the interview (and test also if it is held), selections are made for training. In Madhya Bharat, Vindhya Pradesh and Bhopal regions, most of the trainees are those who have been drafted from schools. The newly started institutions under the Central Government Scheme are an exception in this respect.

Madras—In the case of government Basic training schools, the District Educational Officer consolidates the applications received, makes a preliminary selection and then a selection committee constituted by the government interviews the candidates and makes final selections. There is no such committee for non-Basic training schools, and in their case, the District Educational Officer selects the candidates in the case of men and the Inspectress of Schools selects them in the case of women. In the case of private institutions, the managers make a preliminary selection. The managers then interview the candidates in association with their Headmasters or Principals and make final selections. Untrained teachers are also selected for training likewise. There is no special examination—only an interview combined with the previous examination results enables the selection committee to select candidates for admission.

Maharashtra—In so far as the old Bombay area is concerned, there is a staff selection committee at each district headquarters and it is responsible for selecting candidates for training. All the seats in the government Basic training colleges and 80% of the

seats in Private Basic training colleges are reserved for deputed teachers. In Vidarbha area, the training colleges themselves select teachers on the basis of an elimination test.

Mysore—Selection of teachers to undergo training from amongst those who are already in service is usually made by the District Education Officer. The selection is made, generally, on the basis of seniority and there is no special examination for this. As a result of this, it is generally seen that the training institutions do not get their full quota. Information is sent to teachers selected for the purpose and they are asked to proceed to the training institution for training. But there are quite a few who put forth some excuses and try to get out of it. In most of the cases, by the time their representations are received and accepted, it is too late to make a selection of substitutes. This is the main reason why the available accommodation is not fully utilised in the teacher-training institutions of this State.

Orissa—For teachers who are already in service, selection for training is made on the basis of seniority. They are not subjected to any test. In respect of non-teachers (fresh candidates) a written test and an interview are held in advanced districts where the number of candidates who apply for training generally exceeds the number of seats to be filled up. But in the case of backward districts where there is generally a dearth of candidates for training, qualified candidates are selected without subjecting them to any written test. They are, however, interviewed to see whether they are physically fit. Candidates for training must be within the age range of 14—25 years. A candidate who has put in three years of service as a teacher should not exceed the age limit of 35 years. Generally the District Inspector of Schools assisted by his Deputy Inspector or Sub-Inspector of Schools, selects the candidates. Where the candidates are subjected to written examination, they are examined in the mother-tongue, arithmetic and general knowledge. Sometimes, only one paper is set covering all these three subjects. Sometimes more than one paper is set and the decision in this regard depends upon the District Inspector of Schools who selects the candidates.

Punjab—Candidates selected for training in the State are mostly freshers, because there are not many untrained teachers in the State. Admissions to training institutions are made strictly on merit. 10 per cent of the seats are reserved for backward areas and 21 per cent for candidates from scheduled castes and scheduled tribes. Applications are invited and candidates interviewed by a Board consisting of the Head of the Institution and the District Inspector/Inspectress of Schools. Untrained teachers working in schools have to undergo training on their own initiative. A rating formula has also been devised which is as follows:—

(*i*) Marks in Matriculation	85
(*ii*) Higher qualifications	8
(*iii*) Teaching experience	9
(*iv*) Special claims	11
(*v*) Interview	12
Total	125

When the candidates have been rated according to the above formula, admissions are made strictly on merit.

Rajasthan—Fresh men are selected for training by a Selection Board set up at each district headquarters. It selects candidates for all the institutions in the district. Untrained teachers in service are selected for training mostly on the basis of seniority. 50 per cent of the seats are reserved for freshers and 50 per cent for those in service. There is no special examination for admission to training institutions. Admissions are made on the basis of an interview wherein the previous record of the student is taken into consideration.

Uttar Pradesh—The selection of candidates for admission is made by a Selection Committee which consists of the following:—

(i) President of the District Board or a Member of the Board nominated by him;

(ii) The Deputy Inspector of Schools of the District; and

(iii) The Headmaster of the Government Normal School of the District. (If there is more than one Normal School the senior most Headmaster becomes a member. If there is no Government Normal School in the District, the Principal of the Junior Training College or Junior Basic Training College or Government Higher Secondary School is appointed as a Member, as nominated by the District Inspector of Schools).

Applications for admission are made to the Deputy Inspector of Schools of the District in which the Normal School is situated and the Deputy Inspector, in turn, puts up a consolidated list before the Committee mentioned above. The President of the District Board, or his nominee, is the Chairman of the Committee and the Deputy Inspector of Schools is its Secretary. This Selection Committee sends its recommendations to the District Inspector of Schools who forwards them to the Regional Deputy Director of Education. The final selection of candidates rests with the Deputy Director. He also decides about the stipendiary and non-stipendiary candidates. In addition to the list of candidates to be admitted, a waiting list is also prepared. Some seats in each Normal School are reserved for scheduled castes candidates—their number being determined according to the ratio of the scheduled castes population to the total population of the District. In the case of Municipal schools, the President sends to the District Inspector of Schools a list of candidates recommended for admission. This list contains at least double the number of teachers the President is authorised to depute to a Normal School. The District Inspector makes a preliminary selection in consultation with the Superintendent of Education of the Municipal Board concerned and submits it to the Regional Deputy Director for final orders. It is also laid down that 5 seats in each Government Normal School may be filled up by Government nomination and one seat by the Director of Education.

West Bengal—In the case of Primary Teachers' Training Schools, all the candidates for admission have to come from schools. A committee is set up by the Director of Public Instruction consisting of (i) District Inspector of Schools; (ii) President, District School Board; (iii) a local person interested and experienced in Basic education; and (iv) Principal of the Local Basic Training College, where available, for each school to select the candidates for admission. In the case of Junior Basic Training Colleges, 80 per cent of the candidates come from schools and 20 per cent are freshers. Those from schools are selected by the same committee as stated above. All other candidates, however, are selected by a selection committee consisting of the Principal of the Junior Basic Training College, two members of the teaching staff of the college and a local person interested and experienced in Basic education. For Matriculates, an interview is essential and for non-Matriculates, the interview has to be supplemented by a written test. The idea of the written test is to satisfy the authorities that the candidates possess adequate knowledge of the basic school subjects.

IX—Duration of the Training Course—The duration of the training of teachers for Primary schools not only varies from State to State but sometimes within a State also. The period of training also differs for different levels of training e.g. different courses are provided for candidates with a pass in the Middle School Examination and for the Matriculate candidates. A statement of the existing position in this regard in the different States is given below:—

Andhra Pradesh—There is no uniformity in this regard. For freshers, the training course is of two years' duration but for teacher-candidates in the Telangana area and for Secondary grade trainees in Andhra area, the duration of the course is one year.

Assam—The duration is one year for teachers of Junior Basic schools. In the case of teachers for Senior Basic schools, it is one year if the teacher has passed the Matriculation examination besides the Normal school course; but if he is only Matric, then the duration of training is two years.

Bihar—The existing duration of Primary teachers' training is two years (both for freshers and teachers). But a separate course of six months' duration is arranged for teachers with seven years' experience.

Gujarat—It is two years for the Junior Certificate Course for those who have passed the Primary School Certificate Examination and one year for those who have passed the Secondary School Certificate Examination. For the Senior Certificate, duration of the course is two years.

Jammu and Kashmir—It is one year after Matriculation. In the case of Middle passed women candidates also, it is one year.

Kerala—Two years' duration for all.

Madhya Pradesh—One year training course for all except in Mahakoshal region where it is of two years' duration.

Madras—Two years for both Junior Basic and Senior Basic.

Maharashtra—For Matriculates:

(i) 2 years for Senior Certificate.

(ii) 1 year for Junior Certificate. For Middle passed: 2 years for a Junior Certificate.

Mysore—For S. S. L. C's it is one year course. For non-S. S. L. C's it is two years' course.

Orissa—Two years for all whether Matriculates or non-Matriculates.

Punjab—Two years for Matriculates.

Rajasthan—One year for Matriculates.

Uttar Pradesh—Two years course for both H. T. C. and J. T. C. examinations.

West Bengal—(a) One year for a Primary Training School.

(b) One year in a Junior Basic Training College followed by six months of actual work of supervised teaching in a school and a completion (residual) course of one month.

Himachal Pradesh—One year.

Delhi—Two years.

Tripura—One year.

Manipur—One year.

Pondicherry—Two years.

X—Levels and Types of Training—The existing position regarding the levels and types of training provided for the teachers of Primary schools in the various States is summarised below:—

Andhra Pradesh—Two levels: (i) One for teachers of Senior or Secondary grade and (ii) another for teachers of Junior grade. For Senior grade, the training is more intensive and in addition to the prescribed subjects, the method of teaching English is also taught.

Assam—Two levels: (i) Training Centres for teachers of Junior Basic schools and (ii) Training Colleges for teachers of Senior Basic schools.

Bihar—There is only one level and that is for Matriculates—a pass in the Matriculation examination being the minimum qualification for teachers' training. In view of the relaxation in favour of some teachers such as women, scheduled castes and scheduled tribes, there is another level of non-Matriculates, the course for whom is being revised.

Gujarat—Two levels of training—one leading to Junior P.T.C. and the other to Senior P.T.C.

Jammu and Kashmir—There is only one level and that is for Matriculates. Middle pass women candidates have also to undergo training in the same training institutions where Matriculate women teachers are admitted. Their number, however, is very small because preference is given to Matriculates.

Kerala—Only one level and that is for Matriculates.

Madhya Pradesh—One level and that is for Matriculates and non-Matriculates both. Efforts are made to have separate training institutions for non-Matrics and Matrics.

Madras—Two levels: Junior Basic for Middle pass and Senior Basic for Matriculates.

Maharashtra—For Matriculates:

(i) 2 years' course leading to a Senior Certificate.

(ii) 1 year's course leading to a Junior Certificate.

(iii) External examination in Senior Certificate for Matriculates with Junior Certificate.

For Middle passed: 2 years' course leading to the Junior Certificate.

Mysore—S. S. L. C's—one year.

Non-S. S. L. C's—two years.

This has been enforced from the year 1960 only.

Orissa—Two levels:

Non-Matriculates—two years.

Matriculates—two years.

There are separate institutions for them.

Punjab—One level: Junior Basic Training of two years.

Rajasthan—Only one type of training institutions for Basic school teachers—one year duration.

Uttar Pradesh—Minimum qualification for H. T. C. (Hindustani Teachers Certificate) teachers for Junior Basic schools i.e. classes I to V is a pass in the Middle School Examination. Minimum qualifications for J. T. C. (Junior Teachers Certificate) teachers for Senior Basic school i.e. classes VI to VIII is a pass in the High School Examination.

West Bengal—There are two levels of training at present: (i) Junior Basic Training College and (ii) Primary Training School. The State policy towards having only one level i.e., Junior Basic Training has been decided and it will be implemented during the third Plan period.

Himachal Pradesh—One level of training only and that is for Matriculates.

Delhi—It has one level of training and that is for Matriculates.

Tripura—Only one type of training for the Primary school teachers.

Manipur—Two levels:

(i) Matriculation: The teachers are qualified to teach upto Class VI.

(ii) Class VIII passed: The teachers are qualified to teach lower Primary classes.

Pondicherry—Only one level of training—Primary school teachers for classes I to VIII in three languages—French, English and Tamil—same syllabus.

XI—Pattern of Staffing—The staffing of teacher training institutions is a very important factor in improving their standards. Just as the quality of teaching in our schools depends very largely on the quality of teachers, the effectiveness of instruction in our training institutions depends upon the quality of teacher-educators. A good teacher-educator will be a person who has not only a good grasp of the principles of teaching but who has also the ability to make use of them in actual practice. A teacher-educator, therefore, should have a good deal of actual teaching experience to his credit and a part of it should necessarily be for the class or classes for whom the teachers are being prepared.

There is a good deal of variation in regard to the staffing of the institutions in the different States of the country. There are some States where almost the entire staff consists of trained graduates. As compared to this, there are States where only the head of the insutution is a trained graduate and in the case of some institutions, though their number is very small, even he is not a graduate. This type of variation needs some serious consideration on the part of the State authorities to improve matters.

The position, as it exists in the States in this respect, is as follows:—

Andhra Pradesh—For each training school, there is one headmaster, gazetted in some cases and non-gazetted in others, and as many L. T. or B. Ed. assistants as there are sections, besides one P.T.I., one drawing teacher, one craft teacher, one part-time music teacher, one Lower Division Clerk and two peons. The headmaster and the B. Ed. or L. T. assistants are trained graduates, the P. T. I. holds a Government Teachers' Certificate in Physical Training (Higher grade), the Weaving Instructor holds a Government Teachers' Certificate (Lower grade), the Music Teacher holds a certificate in Indian Music (Higher grade). Untrained teachers are not appointed in training schools.

Assam—Each training institution is staffed by one Superintendent who must be a graduate with training in Basic education and four instructors—one of them being a trained graduate. All the instructors must be trained but their academic qualifications may be Middle trained or Matric.

Bihar—The staffing pattern is determined by a formula which lays down that for every 20 trainees, there should be one teacher. All the teachers are expected to be trained graduates. One of the members of the staff is a Physical trained teacher, another an art teacher and one must be a specialist in a main craft. All others are usually trained in one or the other crafts.

Gujarat—In the existing Basic training colleges, a class of 40 pupils is considered as a unit. In an institution with two classes, the staff must consist of 4 whole-time members and a principal who must be a trained graduate with training in crafts and Basic education. The assistant masters should also be trained graduates with a training course in Basic education. In addition, there must be one full-time craft teacher for each basic craft taught in the institution and part-time teachers for music, Hindi and Physical education.

Jammu and Kashmir—In each training school, there are three trained graduates besides one headmaster/headmistress, one clerk-cum-librarian and four craft teachers. Some craft teachers have special training for their respective crafts to work in a training institution. But there are some who are simply craft teachers and have no training for work in a training institution.

Kerala—The staff requirements for one unit are as follows:—

(i) One headmaster, B.A., or B.Sc., with B.T. and a post-graduate diploma in Basic education and ten years' teaching experience;

(ii) 3 Assistants, B.A. or B.Sc. with B.T. and a post-graduate diploma in Basic education;

(iii) One or two arts and crafts teachers with S.S.L.C., T.T.C., Certificate in the concerned art or craft and training in the teaching of the concerned art or craft;

(iv) One Physical Education Teacher, S.S.L.C., T.T.C., and Certificate in Physical Education.

The four graduates, including the headmaster, should, among themselves, have the qualifications to teach English, Regional Language, Mathematics, General Science, Social Studies and methods of teaching them. If more than one unit is allowed, the staff is to be strengthened accordingly. In addition to the teaching staff, there is one clerk, one attendant and one watchman.

Madhya Pradesh—In this State, there are four patterns prevalent for the erstwhile units of Madhya Pradesh, Madhya Bharat, Vindhya Pradesh, Mahakoshal and Bhopal regions. One uniform pattern for the whole State is being worked out and it will consist of one Principal, one vice-Principal, five lecturers, one P.T.I., one librarian and three craft instructors for an institution with a capacity of 100 trainees.

Madras—The strength of the staff in respect of trained graduates is determined by a formula N+1 where N represents the number of sections. These teachers should possess L.T., B.T. or B.Ed. in ordinary training schools and B.T. (Basic) or B.Ed. trained in Basic

education in Basic schools. Besides graduates, there are some non-graduates and these specialised teachers consist of (i) Hindi Teacher, (ii) Weaving Instructor, (iii) Art Master, (iv) P.T.I., (v) Manual Training Instructor, and (vi) Music Teacher. Some of them are whole-timers and others part-timers.

Maharashtra—In the existing Basic training colleges, a class of 40 pupils is considered as a unit and the staff must consist of 4 wholetime members—principal must be a trained graduate and with training in crafts and Basic education, 2 full-time assistant masters, who should also be trained graduates with a training course in Basic education and one full-time craft teacher for each Basic craft taught in the institution. Besides, there must be part-time teachers for music, Hindi and physical education.

Mysore—There is no general pattern for the staffing of the training institutions in the State.

Orissa—The staff of a training institution consists of one trained graduate and two trained teachers whose basic qualifications are a pass in the Intermediate or Matriculation examination with a certificate in teacher training. Besides these, there is one craft instructor.

Punjab—The staff of the teacher training institution in this State consists of (i) headmaster, (ii) three or four trained graduates (preferably Basic trained), (iii) one agriculture master/craft master, (iv) one art teacher, (v) one P.T.I., and (vi) other craft teachers.

Rajasthan—The staff of the teacher training institutions in this State consists of one headmaster who must at least be a graduate with a degree or diploma in training and with specialisation in Basic education and six art and science trained graduates. Besides these, there is provision for an agriculture teacher, an art master, a craft master and a physical training instructor.

Uttar Pradesh—The pattern of staffing in the teacher training institutions in this State is as follows:—

(i) One headmaster who must at least be a trained graduate, (ii) 5 assistant masters who must also be trained graduates and, (iii) 5 assistant masters (CT) who must have passed the Matriculation or the Intermediate examination.

West Bengal—The staffing pattern consists of one principal, who must at least be a Basic trained graduate with one lecturer for every 20 students. The lecturers must also be trained graduates. Besides these, there must also be one teacher for music, one teacher for Hindi and one teacher for crafts—even Hindi and craft teachers must also be graduates.

XII. Analysis of Statistical Data—A questionnaire was sent out to all the institutions imparting training to Primary school teachers. A copy of this questionnaire is given at Appendix IV. It will be interesting to mention here that out of a total number of 1081 institutions replies were received from as many as 873 institutions. This

gives us a percentage of 72 which is very high. The State-wise position of the replies to the questionnaire is given below:—

Name of the State	No. of Institutions	No. of replies received
Andhra Pradesh	142	98
Assam	20	15
Bihar	81	55
Gujarat	53	49
Jammu and Kashmir	10	1
Kerala	79	72
Madhya Pradesh	76	43
Madras	152	114
Maharashtra	103	96
Mysore	57	54
Orissa	69	67
Punjab	84	67
Rajasthan	40	32
Uttar Pradesh	69*	63
West Bengal	56	47

*Institutions recently started under the Government of India Scheme are not included.

This information was analysed at length and it revealed a number of things about the status and practices of teacher training in the different States of the country. Some of the all-India tables prepared in this connection are given in the following tables. The position depicted in these tables is indicative only of those institutions which have sent replies and some of the points arising from these tables may need modification if the data from all institutions were to be available.

XIII. Teachers under Training—Analysis of Their Qualifications—Teachers under training have been analysed in different ways. In the first instance, they have been analysed according to qualifications in Table I (page No. 109). There are three categories for the purpose—the first category consists of those who have passed the Matriculation or some higher examination, the second category is of those who have passed the Middle school examination, and the third category comprises those who have lower qualifications.

TABLE NO. I

Analysis of Qualifications of Teachers under Training

(Percentages only)

Serial No.	Name of the State	Matric and above			Middle passed			Below Middle		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
1	Andhra Pradesh	85	48	76·8	14·1	48·4	21·8	·8	3·6	1·4
2	Assam	3·8	6·8	4·6	95·9	93·2	95·1	·3	..	·3
3	Bihar	66·1	6·3	58·3	33·8	93·7	41·6	·06	..	·06
4	Gujarat	25·8	7·3	20·8	67·8	70·5	68·5	6·4	22·2	10·7
5	Jammu and Kashmir	Information not available.								
6	Kerala	84·0	95·6	88·4	15·9	4·3	11·5	·1	..	·1
7	Madhya Pradesh	33·0	39·4	33·6	62·8	46·2	61·3	4·2	14·4	5·1
8	Madras	57·5	40·6	50·2	41·4	52·8	46·3	1·1	6·6	3·5
9	Maharashtra	18·8	14·5	17·8	52·7	60·4	54·7	28·5	25·1	27·5
10	Mysore	47·9	58·0	49·9	40·9	25·4	37·8	11·2	16·6	12·3
11	Orissa	·9	10·3	1·3	98·0	75·6	97·2	1·1	14·1	1·5
12	Punjab	100	100	100	..	..	..	..	..	..
13	Rajasthan	98·5	100	98·5	1·5	..	1·5	..	..	..
14	Uttar Pradesh	48·6	27·7	46·7	50·4	66·9	51·9	1·0	5·4	1·4
15	West Bengal	65·2	67·5	65·7	34·8	32·5	34·3	..	..	..

It will be seen from the table that there is only one State in the country which admits Matriculates and that is the State of Punjab. Besides Punjab, Rajasthan is another State where Matriculates are admitted but some relaxations are made in the case of those already in service. The number of relaxations, however, is almost insignificant as it forms only 1.5 per cent of the total enrolment. The number of Matriculates coming up for training in the States of Andhra Pradesh, Kerala and West Bengal is also appreciable—in Andhra it is about four-fifths, in Kerala nine-tenths and in West Bengal two-thirds. As opposed to this, the number of Matriculates in Orissa is as low as 1.3 per cent only. The number of Matriculate trainees in Assam also is very low—the percentage being only 4.6. The percentages of those having qualifications lower than Middle school pass have been shown as 27.5 per cent in Maharashtra and 10.7 per cent in Gujarat. This, however, may be due to the reason that candidates who have studied for seven years are eligible for recruitment but in other States eight years' schooling is necessary for passing the Middle school examination. With the exception of Maharashtra, Mysore tops in the number of trainees who have qualifications lower than a pass in the Middle School Examination. The numbers in this category must be reduced and the sooner it is done the better. This category in fact should disappear altogether.

XIV. Teachers under Training—Analysis According to Age—In table II, teachers under training have been analysed according to age. It will be seen from this table that in the States of Punjab and Madras, most of the trainees are below 25 years of age. In the Punjab, only 2.4 per cent trainees are above 25 and in Madras 9.8 per cent. As opposed to this, the number of trainees above 25 years is 58 per cent in Assam, 55.7 per cent in Gujarat and 56.7 per cent in West Bengal.

In the States of Assam, Gujarat and West Bengal, the age-group 25—35 forms about one-half of the total number of trainees, whereas in the States of Kerala, Madras, Orissa, Rajasthan and Uttar Pradesh, the age-group 20—25 forms more than half of the total. Bihar is a State where 15 per cent of the trainees are above 35 years of age. In Assam, West Bengal and Mysore, those above 35 years form 9.6 per cent, 9.7 per cent and 7.3 per cent respectively. As compared to these figures, the number of those above 35 years in the States of Punjab, Uttar Pradesh, Madras, Rajasthan, Kerala, Madhya Pradesh, Orissa and Maharashtra is only 0.5 per cent, 0.9 per cent, 1.1 per cent, 1.3 per cent, 2.7 per cent, 3.1 per cent, 3.1 per cent and 3.2 per cent respectively.

Madhya Pradesh is a State which has achieved a remarkable success in enrolling women above 20 years of age. In this State, 16.8 per cent of the women trainees are above 35 years of age, 35.5 per cent are between 25 and 35 and 32.1 per cent are between 20 and 25. In other words, in so far as women trainees are concerned, 84.4 per cent of them are above 20 years of age in this State. Bihar is anothr State where 76.6 per cent of the women trainees are above 20 years of age.

TABLE NO. II

Analysis of Teachers under Training According to Age

(Percentages only)

Serial No.	Name of the State	Above 35 years			Between 25-35 years			Between 20-25 years			Below 20 years		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	Andhra Pradesh	5	6·9	5·5	15·3	17·2	15·7	38·7	28·5	36·3	41·0	47·4	42·5
2	Assam	11·1	6·0	9·6	54·4	12·2	48·4	30·1	46·3	32·4	4·4	41·5	9·6
3	Bihar	16·2	8·1	14·9	25·4	34·7	27·0	38·8	33·8	38·0	19·6	23·4	20·1
4	Gujarat	6·0	5·2	5·8	57·7	28·3	49·9	27·9	38·0	30·6	8·4	28·5	13·7
5	Jammu and Kashmir ..				Information not available.								
6	Kerala	3·9	·6	2·7	16·9	7·2	13·4	54·1	53·5	53·9	25·1	38·7	30·0
7	Madhya Pradesh	1·9	16·8	3·1	45·5	35·5	44·7	36·0	32·1	35·7	16·6	15·6	16·5
8	Madras	1·4	·7	1·1	11·2	5·2	8·7	60·6	36·1	50·3	26·8	58·0	39·9
9	Maharashtra	3·8	1·3	3·2	41·4	19·5	35·7	36·7	29·7	34·9	18·0	49·4	26·2
10	Mysore	8·8	1·5	7·3	31·9	17·6	19·0	40·5	34·6	39·3	18·8	46·3	24·4
11	Orissa	3·2	0·8	3·1	22·9	5·0	22·2	49·1	36·5	48·6	24·8	57·7	26·0
12	Punjab	0·7	0·2	·5	1·9	1·9	1·9	28·6	29·7	29·1	68·8	68·2	68·5
13	Rajasthan	1·3	..	1·3	27·7	..	27·1	54·5	49·1	54·3	16·5	50·9	17·3
14	Uttar Pradesh	·9	1·4	·9	19·8	30·9	20·9	57·6	40·2	55·9	21·7	27·5	22·2
15	West Bengal	11·3	2·5	9·7	51·8	26·2	47·0	28·6	41·9	21·1	8·3	29·4	12·2

XV. Teachers under Training—Analysis according to Experience before Training—In table III, teachers under training have been analysed according to their experience before training. There are four categories and they are : (i) those having 5 years or more of experience; (ii) those having between 3 and 5 years of experience; (iii) those having less than 3 years of experience; (iv) those having no experience. The number of fresh trainees is highest in the State of Punjab and lowest in the State of Assam—in the former 94.9 per cent are freshers and in the latter only 6.4 per cent are so. In the States of Madras, Kerala and Andhra Pradesh the percentages of freshers under training are 83.4, 75.1 and 71.3 respectively. As opposed to this, these percentages for the States of Orissa, West Bengal and Gujarat are 13.6, 23.7 and 28.6 respectively.

In the States of Assam and West Bengal, the percentage of trainees having 5 years or more of experience is 53.3 and 50.0 respectively. The corresponding percentages for Kerala, Madras and Punjab are 2.6, 1.7 and 0.5 respectively.

In regard to women trainees, Madhya Pradesh has the lowest percentage of freshers and Punjab the highest. Women trainees having 5 years or more of experience form 28.5 per cent of the women trainees in Madhya Pradesh, 25.2 per cent in Assam, 19.2 per cent in West Bengal and 18.4 per cent in Andhra Pradesh. As compared to these figures, they form 0 per cent in Punjab and Rajasthan, 1.9 per cent in Kerala and 7.6 per cent in Uttar Pradesh.

XVI. Examination Results—In table IV, the examination results of different States for the years 1957-58 and 1958-59 have been analysed. In addition to this, the wastage in respect of those not appearing in the final examination has also been calculated.

It will be seen from this table that the wastage in respect of those not appearing in the final examination in 1957-58 is highest in the State of Maharashtra. Andhra Pradesh, Madras and Mysore also account for appreciable wastages on this account. In regard to pass percentages for the year 1957-58 in terms of number appeared, it will be seen that the Punjab shows the lowest pass percentage—it being 57.7 only. Andhra Pradesh, Kerala and Assam come next with pass percentages of 61.7, 63.6 and 66.5 respectively. Rajasthan shows the highest pass percentage of 99.1 and Orissa comes next with 92.9.

In the year 1958-59, the States of Bihar, Madras and Maharashtra show high percentages of wastage in respect of those not appearing in the final examination and Bihar tops the list with a percentage as high as 32.6. In regard to examination results, Rajasthan shows the highest pass percentage of 99.4. The States of Bihar, Madras and West Bengal also give pass percentages exceeding 90. Punjab shows an appreciable rise in pass percentage from 55.7 to 81.5 and Kerala from 63.6 to 88.0. The pass percentage in the State of Assam are almost stationary for the two years and are round about 66. These percentages for the States of Bihar, Gujarat, Madhya Pradesh, Madras, Maharashtra, Mysore, Rajasthan, Uttar Pradesh and West Bengal do not show any wide variation either for the two years.

TABLE NO. III

Analysis of Teachers under Training According to Experience before Training

(Percentage only)

Serial No.	Name of the State	5 years or more			Between 3 to 5 years			Less than 3 years			Freshers		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	Andhra Pradesh	17·1	18·4	17·4	6·8	10·5	7·5	3·8	4·1	3·8	72·3	67·0	71·3
2	Assam	57·2	25·2	53·3	33·4	13·4	31·0	8·4	15·1	9·3	·8	46·2	6·4
3	Bihar	28·4	17·3	26·8	11·0	6·2	10·5	16·5	9·3	15·6	44·1	67·2	47·1
4	Gujarat	34·2	7·7	27·1	38·2	17·4	32·6	6·4	26·0	11·7	21·2	48·9	28·6
5	Jammu and Kashmir ..	Information not available.											
6	Kerala	3·1	1·9	2·6	8·6	2·7	6·4	19·5	10·1	15·9	68·8	85·2	75·1
7	Madhya Pradesh	30·2	28·7	30·0	27·5	20·9	26·5	12·1	16·0	12·5	30·2	34·4	31·0
8	Madras	1·3	2·5	1·7	4·8	1·9	3·7	13·2	7·9	11·2	80·7	87·7	83·4
9	Maharashtra	27·2	11·3	23·3	21·4	7·8	18·0	15·4	12·7	14·7	36·0	68·2	44·0
10	Mysore	29·9	8·9	26·2	11·0	3·8	9·8	8·3	10·2	8·6	50·7	77·1	55·4
11	Orissa	23·7	15·8	23·4	25·0	3·8	24·1	40·1	12·8	38·9	11·2	67·6	13·6
12	Punjab	·8	·5	·14	1·2	·7	·7	4·7	·3	3·9	93·3	94·9	95·2
13	Rajasthan	10·9	0·0	10·6	26·8	27·3	26·7	32·9	0·0	32·1	29·5	72·7	30·6
14	Uttar Pradesh	9·1	7·6	8·9	15·1	7·9	14·0	34·4	21·9	33·0	41·4	62·6	44·1
15	West Bengal	58·7	19·2	50·0	16·2	9·6	14·8	10·8	14·2	11·5	14·3	56·9	23·7

TABLE NO. IV

Analysis of Teachers under Training

Examination Results

Serial No.	Name of the State	1957-58					1958-59				
		No. on rolls	No. appeared	Wastage in respect of those not appeared (%)	No. passed	Pass percentage in terms of no. appeared	No. on rolls	No. appeared	Wastage in respect of those not appeared (%)	No. passed	Pass percentage in terms of no. appeared
1	Andhra Pradesh ..	4113	3783	8·0	2332	61·7	4399	4040	8·1	2896	71·7
2	Assam	857	850	0·8	565	66·5	529	525	0·7	348	66·3
3	Bihar	4800	4520	5·8	4144	91·7	2806	1892	32·6	1730	91·4
4	Gujarat	1977	1895	4·1	1589	83·9	2063	1944	5·7	1716	88·3
5	Jammu and Kashmir ..	Information not available.									
6	Kerala	2581	2571	0·4	1602	63·6	1569	1451	7·5	1270	88·0
7	Madhya Pradesh ..	2895	2894	0·0	2648	91·5	3557	*3587	0·0	3219	89·7
8	Madras	10790	9225	14·5	8512	92·0	10303	8787	14·7	8009	91·0
9	Maharashtra	6075	5162	15·0	3273	83·8	5877	5090	13·3	4035	79·3
10	Mysore	3605	3309	8·2	2679	81·0	3954	3662	7·3	2981	82·3
11	Orissa	1068	1008	5·6	903	92·9	1456	1391	4·4	1096	78·0
12	Punjab	721	711	1·3	396	55·7	3081	2990	2·9	2438	81·5
13	Rajasthan	2019	2019	0·0	2001	99·1	1906	1898	0·4	1877	99·4
14	Uttar Pradesh	1780	1778	0·0	1526	86·0	2116	2105	0·5	1828	86·8
15	West Bengal	1451	1438	0·9	1314	91·4	515	485	5·8	442	91·1

*Including failures.

The number on roll in the State of Punjab is very uneven for the two years 1957-58 and 1958-59. As the duration of the teacher training course in that State is two years, it means that their intake is not equitably spread over the two years. The same is true of Kerala too. West Bengal also shows a wide variation in the enrolment of two years and the reason for this may be that they make admissions twice a year—in some institutions admissions are made in the months of May/June and in other institutions in the months of October/November.

XVII. Teacher-Pupil Ratio and Cost Per Capita—Table V gives a comparative picture of teacher-pupil ratio and cost per capita. The teacher-pupil ratio is the highest in the State of Bihar where one teacher is provided for 24 pupils and lowest in the States of Uttar Pradesh and West Bengal where one teacher is provided for 9 pupils. In the States of Rajasthan and Madhya Pradesh, this ratio is 1:10 whereas in the States of Assam, Andhra Pradesh, Kerala and Madras it is 1:15 or more. In the State of Maharashtra it is 1:12 on sanctioned strength and 1:18 on actual strength—showing thereby that a number of posts in these institutions are unfilled.

As regards cost of training per trainee, Assam gives the highest cost of Rs. 715.5 and Kerala the lowest of Rs. 247. The cost of training in the States of Rajasthan, West Bengal and Uttar Pradesh is also very high, being Rs. 693, Rs. 631 and Rs. 619 respectively.

XVIII. Training Institutions According to Managements—In table VI, the number of training institutions is analysed according to management. In the States of Assam, Bihar, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal, all the training institutions or most of them are government institutions. In Andhra Pradesh also, government institutions form about two-thirds of the total number. In the States of Gujarat, Kerala, Maharashtra and Punjab, on the other hand, voluntary organisations play an important part—the number of institutions run by them being more than the number of institutions run by government. In the States of Madras and Mysore, these institutions are equally distributed between government and voluntary organisations.

XIX. Location of Training Institutions—In table VII, the distribution of training institutions has been analysed according to location on the basis of population.

It will be seen from this table that in the State of Assam, most of them are located in rural areas—there being no institution in a place having a population more than 15,000. In Bihar also, about two-thirds of the institutions are located in places having a population less than 5,000 and one-sixth in places having population between 5,000 and 15,000. As opposed to these trends, 30 per cent of the institutions in Madras, 33 per cent in Maharashtra and 37 per cent in Mysore are located in places having a population of one lakh or more.

Apart from these tendencies, a general tendency noticeable in all the States is to locate institutions for the training of women teachers in bigger places—the States of Assam, Bihar and Kerala being the only exceptions to this rule. This tendency is especially noticeable in Madras, Maharashtra, Mysore, Punjab, Uttar Pradesh and West Bengal.

TABLE NO. V

Teacher-Pupil Ratio and Cost Per Capita

Serial No.	Name of the State	Teacher-Pupil Ratio	Cost per capita Rs.
1	Andhra Pradesh	1 : 16	343·6
2	Assam	1 : 15	715·5
3	Bihar	1 : 24	335·4
4	Gujarat	1 : 13	572
5	Jammu and Kashmir	Information not available	
6	Kerala	1 : 17	247
7	Madhya Pradesh	1 : 10	598
8	Madras	1 : 18	350
9	Maharashtra	1 : 12 (on sanctioned strength) 1 : 18 (on actual strength)	452
10	Mysore	1 : 14	475
11	Orissa	1 : 14	584
12	Punjab	1 : 14	361·3
13	Rajasthan	1 : 10	693
14	Uttar Pradesh	1 : 9	619
15	West Bengal	1 : 9	631·0

TABLE NO. VI

Number and Distribution of Training Institutions According to Management

Serial No.	Name of the State	No. of Sample	Government Institutions	Private Institutions
1	Andhra Pradesh	98	64	34
2	Assam	15	15	..
3	Bihar	55	51	4
4	Gujarat	49	15	34
5	Jammu and Kashmir	Information not available		
6	Kerala	72	29	43
7	Madhya Pradesh	43	40	3
8	Madras	144	72	72
9	Maharashtra	96	34	62
10	Mysore	54	27	27
11	Orissa	69	67	2
12	Punjab	67	28	39
13	Rajasthan	32	31	1
14	Uttar Pradesh	63	63	..
15	West Bengal	40	40	..

TABLE NO. VII

Number and Distribution of Training Institutions According to Location

Serial No.	Name of the State	No. of sample	No. of Institutions in places with a population																			
			Less than 5,000				Between 5,000 & 15,000				Between 15,000 & 50,000				Between 50,000 & 100,000				Above 1,00,000			
			M	W	B	T	M	W	B	T	M	W	B	T	M	W	B	T	M	W	B	T
1	Andhra Pradesh	78	9	5	1	15	9	1	8	18	6	4	10	20	4	5	1	10	7	5	3	15
2	Assam	15	10	1	1	12	3	..	..	3	..	..		..	..	..	..	..	..	..	..	..
3	Bihar	55	21	4	12	37	2	..	7	9	..	2	6	8	..	..	1	1	..	..	..	..
4	Gujarat	45	9	1	3	13	4	3	1	8	8	4	2	14	..	..	1	1	5	3	1	9
5	Jammu and Kashmir		Information not available																			
6	Kerala	68	..	6	13	19	3	1	17	21	3	2	10	15	..	..	3	3	1	3	6	10
7	Madras	144	29	13	3	45	15	3	6	24	10	6	5	21	5	7	..	12	10	29	3	42
8	Madhya Pradesh	40	5	1	3	9	7	1	3	11	10	..	3	13	1	..	..	1	2	2	2	6
9	Maharashtra	92	14	..	..	14	12	2	..	14	17	4	2	23	7	1	3	11	10	16	4	30
10	Mysore	54	6	1	3	10	1	1	..	2	6	1	5	12	3	1	6	10	6	8	6	20
11	Orissa	67	30	..	6	36	21	..	1	22	3	1	1	5	..	1	..	1	1	2	..	3
12	Punjab	66	11	3	4	18	9	3	2	14	4	5	3	12	2	11	1	14	1	6	1	8
13	Rajasthan	32	15	..	..	15	3	..	..	3	11	..	1	12	1	..	..	1	..	1	..	1
14	Uttar Pradesh	63	16	1	..	17	14	1	..	15	12	4	..	16	6	1	..	7	4	4	..	8
15	West Bengal	47	14	1	2	17	5	..	2	7	8	..	1	9	2	..	4	6	2	6	..	8

M—Men W—Women B—Both T—Total

XX. Utilisation of Accommodation Available—In table VIII, the accommodation available and utilised are analysed. Out of 13 States, for which this information is available, only one State i.e., Assam shows an over-utilisation of space to the extent of 14 per cent. In all other States, there is some wastage on this account—the maximum wastage being in the State of the Punjab where 29.4 per cent of the accommodation is not utilised. Kerala comes next with 22.0 per cent of the seats being unfilled. The non-utilisation of space available in the States of Andhra Pradesh, Bihar, Mysore and West Bengal is also appreciable—the respective percentages being 14.0, 12.0, 12.5 and 11.0.

TABLE NO. VIII

Accommodation Available and Utilised

Serial No.	Name of the State	Capacity of the sample	Actual Enrolment	Extent of non-Utilisation Percentage	Extent of over-Utilisation Percentage
1	Andhra Pradesh ..	9,166	7,950	14·0	..
2	Assam	933	1,060	..	14·0
3	Bihar	7,725	6,812	12·0	..
4	Gujarat	5,156	5,853	6·0	..
5	Jammu & Kashmir ..	Information not available			
6	Kerala	5,385	4,230	22·0	..
7	Madhya Pradesh ..	4,533	4,297	5·2	..
8	Madras	20,778	20,015	3·6	..
9	Maharashtra	9,852	9,372	5·0	..
10	Mysore	6,908	6,046	12·5	..
11	Orissa	3,476	3,401	2·9	..
12	Punjab	5,435	3,839	29·4	..
13	Rajasthan	Data not given			
14	Uttar Pradesh	5,704	5,513	3·0	..
15	West Bengal	1 730	1,541	11·0	..

XXI. Staffing of Teacher Training Institutions—In tables IX and X the staff of teacher training institutions has been analysed—table IX is for Principals/Headmasters and table X is for the Assistant Masters. It will be seen from table IX that as a rule trained graduates are put as the heads of these institutions—West Bengal being the only exception to this general rule. In Orissa also, there is an exception in the case of one institution but it can safely be ignored.

The position in regard to assistant masters shows much more variation in this respect. In the State of Rajasthan, more than 80 per cent of the staff consists of graduates whereas in the State of Orissa, there is no trained graduate as assistant master at all In the States of Bihar, Kerala and Rajasthan, 75 per cent or more assistant masters are trained graduates. In the States of Maharashtra, Punjab, Madhya Pradesh and Mysore, these percentages are 70, 64, 60 and 58 respectively. In the States of Andhra Pradesh, Gujarat and Uttar Pradesh, these are round about 50. In the States of Assam and West Bengal, however, these percentages are 38 and 36 respectively. This shows that the staff of these institutions needs a lot of strengthening in the State of Orissa. Some consideration in this respect also needs to be given in the States of Assam and West Bengal.

TABLE NO. IX

Staffing of Teacher Training Institutions—Principals/Headmasters

Serial No.	Name of the State	No. of Sample	M.A.B.T./ B. Ed.	B.A.B.T./ B.Ed.	Other Qualifications
1	Andhra Pradesh ..	58	..	58	..
2	Assam	15	1	14	..
3	Bihar	53	2	51	..
4	Gujarat	41	3	38	..
5	Jammu and Kashmir ..	Information not available			
6	Kerala	52	..	52	..
7	Madhya Pradesh ..	27	8	19	..
8	Madras	106	1	105	..
9	Maharashtra	62	3	60	..
10	Mysore	31	2	29	..
11	Orissa	69	1	67	1
12	Punjab	34	9	25	..
13	Rajasthan	26	1	25	..
14	Uttar Pradesh	33	4	29	..
15	West Bengal	42	2	23	17

TABLE NO. X

Staffing of Teachers Training Institutions—Assistant Masters

Serial No.	Name of the State	No. of sample	Trained graduates	Trained under-graduates	Trained Matricu-lates	Other Qualifica-tions
1	Andhra Pradesh ..	399	186	..	..	213
2	Assam	56	21	..	21	14
3	Bihar	263	190	21	47	5
4	Gujarat	320	161	80*	..	79
5	Jammu and Kashmir ..	Information not available				
6	Kerala	209	151	1	31	26
7	Madhya Pradesh ..	400	239	16	63	82
8	Madras	806	324	2	180	300
9	Maharashtra	602	424	32*	..	146
10	Mysore	272	160	4	22	86
11	Orissa	190	..	39	116	35
12	Punjab	221	144	..	..	77
13	Rajasthan	251	202	12	19	18
14	Uttar Pradesh	426	206	..	..	220
15	West Bengal	136	50	4	59	23

*This includes trained matriculates as well.

XXII. Expenditure on Training Institutions—In table XI, the expenditure is analysed by objects, these objects being (i) salaries and allowances of staff; (ii) buildings; (iii) libraries; (iv) laboratories; (v) hostels; and (vi) other expenditure. These six items pertain to proper training. In addition to these, expenditure on stipends to teachers has been calculated separately.

It will be seen from this table that in the State of Punjab, the expenditure incurred on salaries and allowances of staff is maximum and that on stipends to trainees is the minimum. In the case of Assam, the position is just the reverse of it—21.7 per cent of the expenditure being incurred on salaries and allowances of staff and 64.7 per cent on stipends. In the States of Uttar Pradesh and Kerala, the expenditure on salaries and allowances of staff accounts for more than 50 per cent of the total expenditure whereas in the States of Orissa and Madras, the expenditure on stipends accounts for more than 50 per cent of the total expenditure. In the State of Mysore the expenditure on stipends is a little less than 50 per cent.

The expenditure on libraries and laboratories is hardly significant in any State—the highest percentage of these two being 3.2 in Rajasthan. The expenditure on hostels is the lowest in the State of Orissa and the highest in the State of Gujarat.

TABLE NO. XI

Expenditure by Objects (Percentages only)

Serial No.	Name of the State	Salaries & allowances of staff	Buildings	Libraries	Laboratories	Hostels	Other expenditure	Total on training proper	Stipends to deputed teachers	Stipends to Freshers	Total of stipends	Remarks
1	Andhra Pradesh	40·2	2·9	0·7	0·1	5·7	12·4	62·0	7·2	30·8	38·0	
2	Assam ..	21·7	1·7	0·9	..	1·4	9·6	35·3	..	64·7	64·7	
3	Bihar ..	32·9	12·4	2·1	..	6·0	2·4	65·8	7·0	27·2	34·2	
4	Gujarat ..	38·2	4·8	0·8	0·8	9·4	7·8	61·8	33·3	4·9	38·2	
5	Jammu & Kashmir					Information not available						
6	Kerala ..	53·9	5·5	1·0	1·0	1·7	2·2	65·3	16·1	18·6	34·7	
7	Madhya Pradesh	41·4	1·1	1·0	..	6·6	7·4	57·5	..	42·5	42·5	
8	Madras ..	32·0	2·0	0·2	0·1	5·3	8·6	48·2	..	51·8	51·8	
9	Maharashtra ..	42·4	4·1	0·7	0·3	6·7	8·1	62·3	21·7	16·0	37·7	
10	Mysore ..	38·5	1·6	0·5	0·2	3·9	6·7	51·4	..	48·6	48·6	
11	Orissa ..	28·1	5·4	0·8	0·7	0·6	1·7	37·3	56·7	6·0	62·7	
12	Punjab ..	72·1	4·3	1·6	1·0	8·1	4·6	91·7	6·2	2·1	8·3	
13	Rajasthan ..	46·8	2·1	2·0	1·2	2·8	11·9	66·8	..	33·2	33·2	
14	Uttar Pradesh	58·6	4·2	0·3	0·3	2·8	7·9	73·3	..	26·7	26·7	
15	West Bengal ..	39·1	3·0	1·1	1·8	3·8	6·6	55·4	..	44·6	44·6	

XXIII. Income of Training Institutions—In table XII, income of institutions is analysed by their sources—government grants, fees, contributions from managements and contributions from other sources. In the States of Assam, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh almost the entire expenditure of institutions is met from government grants. In the States of Bihar, West Bengal and Andhra Pradesh, more than 90 per cent of the expenditure is met from government grants. In the State of Punjab, on the other hand, only 55.7 per cent of the expenditure is met by government grants. The income from fees is the highest in the case of the Punjab—it accounts for 21.7 per cent of the total income. Income from fees is almost nil in the States of Assam, Madhya Pradesh, Orissa, and Uttar Pradesh. In the States of Andhra Pradesh, Bihar, Madras, Rajasthan and West Bengal, it accounts for 2.5 per cent or less. In regard to contributions from managements, the Punjab again leads other States—the amount of income from this source being 18.2 per cent of the total income. In this respect, Madras comes next with 11.2 per cent of the total income and Maharashtra follows with 8.6 per cent. Income from other sources is the highest in the case of Kerala—it being 16.4 per cent of the total income. In Maharashtra, it forms 8.9 per cent, in Madras 7.7 per cent and in the Punjab 4.4 per cent.

TABLE XII

Income by Sources (Percentages only)

Serial No.	Name of the State	Government Grants	Fees	Contributions from managements	Other sources
1	Andhra Pradesh ..	90·9	2·5	4·0	2·6
2	Assam	99·7	·1	..	·2
3	Bihar	94·0	2·0	1·6	2·4
4	Gujarat	89·5	4·0	4·2	2·3
5	Jammu and Kashmir ..		Information not available		
6	Kerala	73·4	6·1	4·1	16·4
7	Madhya Pradesh ..	99·9	·1	..	..
8	Madras	78·4	2·7	11·2	7·7
9	Maharashtra	74·0	8·5	8·6	8·9
10	Mysore	86·5	5·7	6·2	1·6
11	Orissa	98·0	·6	..	1·4
12	Punjab	55·7	21·7	18·2	4·4
13	Rajasthan	98·3	1·7	..	..
14	Uttar Pradesh	99·7	0·2	0·1	..
15	West Bengal	90·2	1·4	5·8	2·6

XXIV. Facilities Available in Training Institutions—In table XIII, facilities available in the training institutions in regard to the tuitional buildings, libraries, laboratories, craft sheds, sanitary arrangements, practising schools, hostels and quarters for staff are analysed. In regard to buildings, the percentages mentioned refer to buildings owned by the institutions themselves.

In respect of tuitional buildings, most of the institutions in the States of Assam, Bihar and Punjab are housed in their own buildings. In contrast to this, most of the institutions in the States of Uttar Pradesh, Maharashtra and Madhya Pradesh are accommodated either in rented buildings or some make-shift arrangements have been made with other educational institutions.

The position regarding libraries is not satisfactory in a number of States. In the State of Punjab, 85 per cent of the institutions have library facilities while in the States of Bihar and Maharashtra 82 per cent of the institutions have such facilities. The position in the States of Orissa and West Bengal in this respect needs a lot of improvement—in the former only 37 per cent and in the latter 43 per cent of the institutions have library facilities.

The position regarding laboratories shows a very unsatisfactory state of affairs. In the Punjab, 72 per cent of the institutions have laboratories, in Gujarat 59 per cent and in Maharashtra 48 per cent. As compared to these percentages, no institution in Orissa has a laboratory. Only 4 per cent in West Bengal, 5 per cent in Bihar, 7 per cent in Assam and 15 per cent of the institutions in Kerala have laboratories. In this age when teaching of science is being given so much of emphasis, it seems essential for every training institution to have a laboratory of its own.

As regards craft sheds or rooms, most of the institutions in West Bengal and Bihar and more than half in Orissa, Mysore and Assam are without them. It will be noted that the analysis of the questionnaire did not make distinction between Basic institutions and non-Basic institutions as both the types are still in existence in most of the States. It may be that the position, as depicted in these tables, does not convey the correct picture regarding basic training institutions.

The position regarding sanitary arrangements presents a satisfactory picture in most of the States. The position in the States of Orissa, Rajasthan and Madhya Pradesh, however, needs improvement.

As regards practising schools, all the institutions in Uttar Pradesh have such schools of their own. The position in Assam, Bihar, Punjab, West Bengal and Andhra Pradesh is also satisfactory where more than 75 per cent of these institutions have this facility available. In contrast to this, 24 per cent of the institutions in Orissa, 29 per cent in Rajasthan and 26 per cent in Madhya Pradesh have this facility.

With the exception of Assam and Bihar, where almost all the hostels are located in their own buildings, the position in other States is not satisfactory. In the States of Kerala, Madhya Pradesh, Maharashtra, Mysore, Rajasthan and Uttar Pradesh, less than half the number of the institutions have their own buildings. In Uttar Pradesh, Kerala and Maharashtra, the percentages of institutions having their own buildings are 20, 30 and 30 respectively.

TABLE XIII

Facilities Available in Training Institutions

(Percentages only)

Serial No.	Name of the State Government	Tuitional Buildings (own)	Libraries	Laboratories	Craft Sheds	Sanitary arrangements	Practising Schools (own)	Hostels (own)	Staff Quarters
1	Andhra Pradesh	65	77	30	76	96	76	55	20
2	Assam	100	55	7	47	67	93	100	65
3	Bihar	91	82	5	25	91	80	98	27
4	Gujarat	49	75	59	81	86	58	50	13
5	Jammu & Kashmir	Information not available							
6	Kerala	78	56	15	51	85	69	30	8
7	Madhya Pradesh	36	74	17	61	60	26	43	7
8	Madras	74	75	28	51	93	64	70	18
9	Maharashtra	32	82	48	88	88	68	30	8
10	Mysore	44	76	44	46	82	67	40	6
11	Orissa	59	37	..	40	48	24	65	25
12	Punjab	93	85	72	69	93	79	72	28
13	Rajasthan	68	59	26	57	50	29	40	10
14	Uttar Pradesh	21	61	39	71	72	100	20	10
15	West Bengal	72	43	4	13	76	77	71	40

The position of quarters for the members of the staff of the training institutions is very unsatisfactory in most of the States. In Assam, 65 per cent of teachers have residences available to them and in West Bengal 40 per cent. In contrast to these, only 6 per cent teachers in Mysore, 7 per cent in Madhya Pradesh, 8 per cent in Kerala, 10 per cent each in Rajasthan and Uttar Pradesh, and 13 per cent in Gujarat have this facility available.

XXV. General Conclusions and Some Suggestions—The preceding examination of the conditions regarding general education, selection, recruitment, remuneration and training of Primary school teachers in the different States of the country poses a number of problems. These problems are common to the country as a whole. There are some, however, which predominate in particular States. For purposes of convenience, these problems are summed up here in the concluding section without making reference to individual States.

(1) *Salary Scales of Teachers*—The salary scales of teachers in some States do not compare favourably with other posts requiring the same or even lesser qualifications. In some cases, the pay scales have been revised but the teachers are not given the same dearness allowance as is admissible to other government servants drawing the same pay. These discrepancies stand in the way of efficient and suitable persons being attracted to the profession. Intensive efforts have, therefore, to be made to improve the remuneration of Primary teachers. Not only should teachers be given scales of pay which are comparable to scales of pay of other public servants with similar general and professional qualifications, but no distinction should be permitted between Primary teachers and other government servants in respect of dearness allowance or other conditions of service and old-age provisions.

(2) *Minimum Qualifications*—Although there is general consensus of opinion on the point that the minimum qualifications for appointment as a teacher should be the completion of the Secondary school course, the chances of its adoption in all the States in the near future are somewhat remote. In the case of a number of States, the minimum qualification is a pass in the Middle school examination and even for this low standard, exemptions are permissible in special cases. So long as the minimum qualifications for Primary teachers continue to be low, there is very little likelihood of bringing about any reform in our Primary schools. It would be desirable for each State Government to examine this problem and draw up a phased programme for the implementation of this reform.

(3) *Women Teachers*—Adequate number of women teachers is not available in most of the States particularly in rural areas. In some cases, even facilities for their training are not sufficient. It would be desirable to make special efforts for increasing the number of women teachers in Primary schools. Provision of special incentives and institution of special courses for women will go a long way in attracting them to the profession. In some States, the problem is very acute—in one State, for example, the women trainees form only a little more than 2 per cent of the total number of trainees and unless all-out efforts are put in, it will be difficult to make any appreciable increase in this respect.

(4) *Percentage of Trained Teachers*—The number of trained teachers in some of the States is very low. In more than half the number of the States, there is a vast backlog of untrained teachers which needs to be cleared. As a result of this vast backlog, the States have per force to employ untrained teachers. Expansion of teacher training facilities is, therefore, extremely essential in those States where the percentage of trained teachers is very low.

(5) *Recruitment of Teachers*—The procedure for the recruitment of teachers is centralised in some States and decentralised in others. In general terms, recruitment is made on the basis of an interview where the qualifications of the candidates are considered and decisions regarding appointments are made. This type of procedure may not be very conducive to the selection of the right type of person to the profession. It may be desirable to make use of some objective tests of intelligence and general knowledge and aptitude tests in addition to the interview while making selection of persons for the profession.

(6) *Location of Training Institutions*—The sampling of institutions in the different States has revealed the fact that in most of the cases their distribution is not equitable. Some districts have too many training institutions while others have too few. Besides, there is a general tendency to locate these institutions in urban/semi-urban areas. This tendency is especially noticeable in the case of institutions meant for women trainees. When teachers are required for rural areas, it is imperative that the institutions for their training should be located in rural areas so that, during their course of training, the teachers get a feel of the conditions prevailing in rural areas and a first hand experience of the problems facing the rural community. It would, therefore, be desirable to take a district as the primary unit for planning the location of training institutions. This will not only make the distribution equitable but also enable the trainees to be trained close to their place of residence or work.

(7) *Size of Teacher-Training Institutions*—At the present moment, there is a great variation in the size of the teacher-training institutions. In some cases, there are institutions which admit only 20 candidates or so whereas in certain other cases there are institutions which admit as many as 300. An important problem which needs investigation in this regard is to decide the optimum size for a teacher-training institution. This optimum size implies that the institution should neither be too big nor too small. It also implies that an institution of this size will try to combine the advantages of both the small and the big institutions—the homely atmosphere and personal touch of the small institution with the economy and specialisation of the big one. If such a size can be determined, and all or most of our training institutions planned on that basis, it would be possible to have a great deal of economy without sacrificing quality and it may even be possible to reduce costs and also to increase the efficiency simultaneously.

(8) *Basic and Non-Basic Training Institutions*—In some States, two types of teacher-training institutions are in existence—some training teachers for Basic schools and others for non-Basic schools. It is highly desirable that institutions preparing teachers for non-

Basic schools should be replaced by institutions training teachers for Basic schools. When Basic education has been accepted as the National pattern of education at the Elementary stage, the continuation of institutions training teachers for non-Basic schools is highly anomalous. This matter was discussed in the Education Ministers' Conference held in 1956 and it was agreed that all existing non-Basic training institutions at the under-graduate level should be changed over to the Basic institutions by the end of the second Five-Year Plan. As things are, it seems that the target will not be achieved. It is high time, therefore, to consider this problem afresh and see that only that type of training is imparted to would be teachers which will be useful to them in their work in the schools.

(9) *Levels of Training*—In some States, candidates of different qualifications are selected for admission into training institutions and they are all made to pursue the same course. The result of this arrangement is that those who do not have adequate academic background find the course very difficult and those who have good academic background find it too easy. This type of course is, therefore, harmful to all the trainees barring the average ones. It is, therefore, desirable that in case the basic qualifications of trainees are different, different levels of training should be provided for them.

(10) *Duration*—The duration of the course is one year in some States and two years in other States. The Government of India has, on various occasions, recommended to State Governments to extend the duration of the course to two years. In fact, two years' training appears to be the minimum essential if anything worthwhile has to be accomplished in our training institutions. In case of non-Matriculates, perhaps a course of still longer duration will be necessary. The States, where the duration of the course for Matriculates has not yet been raised to two years, must consider this aspect of the problem and make earnest efforts to achieve this at the earliest possible time.

(11) *Buildings*—The conditions of buildings, as revealed by the sample survey, show that in most of the cases they are neither adequate nor suitable. Some extensions to them appear, in most of the cases, to be the first requirement towards improvement of standards. In fact, most of the principals of training institutions made a mention of this in their replies to the questionnaire. These shortcomings are particularly visible in the case of art and craft facilities, library and laboratory accommodation, hostels and teachers' quarters. Necessary steps will have to be taken in most of the States to make good these shortcomings.

(12) *Equipment*—The study shows that institutions are not adequately equipped for the work they have to perform. In most of these institutions there are no laboratories; in some, there are no libraries. In regard to craft equipment also, conditions are far from satisfactory. Modern audio-visual techniques are also conspicuous by their absence. These shortcomings will have to be removed if training institutions have to be standardised and enabled to do better work.

(13) *Hostels*—It is observed that residence for the trainees in the hostels is not compulsory everywhere and some institutions do not have the necessary facilities for the purpose either. It should be noted that the training of teachers is a whole-time project and that a good deal of the efficiency of training is lost if the trainees are only day scholars. Activities in connection with community work, craft work and socialisation of participants suffer a good deal of set-back in the absence of proper residential facilities for the trainees. It is, therefore, extremely desirable to see that all the training institutions are fully residential and that the hostel buildings are quite adjacent to the institutional buildings so as to help in the proper organisation of community activities and pupil participation.

(14) *Wastage*—The analysis of the examination results shows that the incidence of wastage in teacher-training institutions is unreasonably high. In the first instance, there is a great lag between the actual enrolment in the institutions and the number appearing for the final examination. Besides, in some cases the pass percentage is also very low—there are cases where it is in the neighbourhood of 60 per cent. In professional institutions a wastage of more than 10 per cent calculated on the basis of the numbers admitted and the numbers passing the final examination should be regarded as an indication of unusual laxity in standards. The wastage on this account not only means wastage of financial resources but of human resources also. All-out efforts should, therefore, be made to remedy the wastage and see that the output of training institutions is raised to the maximum.

No information is available in regard to the number of candidates who pass the final examination but due to certain reasons do not join the profession. There is reason to believe that this type of wastage is quite appreciable in the case of women trainees. It is desirable to plug loopholes in this connection also.

(15) *Expenditure*—The pattern of expenditure varies from State to State. It is noticed that in some States more than 80 per cent of the total expenditure is on account of salaries and allowances of staff and stipends to trainees. There are, however, States where it is in the neighbourhood of 50 per cent. These variations are bound to be there because of the differences in rates of stipends admissible to trainees and other factors. One thing which is noticeable in this respect is that the amount of expenditure on libraries, laboratories and equipment is unusually low practically all over the country. This factor is responsible for reducing the efficiency of teacher-training institutions to a large extent. It is desirable that the amount of grants made available to teacher-training institutions on account of libraries, laboratories and equipment are substantially increased to enable them to raise the level of instruction for their trainees.

(16) *Campus*—The study shows that the area of the campus of the training institutions is not adequate in more than half of the institutions to permit them to have activity type of teaching. In about two-thirds of the cases, the area of the playground is hardly enough to have even one major game. Apart from restricting activity, the inadequacy of the campus stands in the way of any future expansion.

(17) *Syllabus of Instruction*—There is a separate study on the syllabuses of introduction prevailing in the different States of the country and it is appended to this report as Annexure II. In general terms, it may be pointed out that these courses are not well balanced and certain items of vital importance are ignored.

(18) *Practice of Teaching*—The study shows wide variations in arrangements made for practice of teaching by the trainees during their period of training. In some cases, it is concentrated over one week whereas in other cases it is spread over a number of weeks. There are some institutions where it is spread over the entire duration of the training course. Apart from these differences, it was observed that there is considerable variation in the work-load of trainees during the period of practice. In some cases, they have to do only one period per day whereas in other cases it is about four periods. In some, it is confined just to one school whereas in others it is spread over a number of schools. Most of the States have not laid down any minimum essentials in this connection. It is felt that the prescription of some standards for the purpose would be very helpful.

The question whether it should be confined to one institution or more also deserves careful consideration. It will be desirable to provide a school on the campus for experimental purposes but some kind of full-time arrangement with institutions off the campus will also be desirable to enable the trainees to get proper feel of the whole school situation as well as of community situation.

The question of supervision of school practice also is of paramount importance. Trainees should have the benefit of continued supervision from the members of the staff and should be regularly visited by them. Leaving the trainees to their own resources in this respect will hardly make this practice serve any useful purpose.

(19) *Staffing of Institutions*—It appears that adequate attention has not been paid to the staffing of these institutions. There are some States where most of the members of the staff with the exception of specialists for arts, crafts, physical education, etc., are trained graduates. There are, however, some States where only one or two persons at the top have these qualifications. In some cases, even Middle passed trained teachers are appointed as teacher-educators. It is imperative that the standards in this respect are raised—a corresponding increase in their scales of pay would be equally necessary.

Another shortcoming of the teacher-educators, as revealed by the study, is that they are not properly orientated to their job. In general terms, they have much more experience of the Secondary schools than of Primary schools and are more familiar with problems of Secondary education than of Primary education. It would be desirable to institute some short-term courses for the members of the staff of these institutions to orientate them to problems of rural areas in general and of Primary education in particular.

(20) *Methods of Teaching*—The study shows that lecture method is the most prevalent methods in the training institutions. Lecture method has its advantages but complete reliance on it is not desirable. It is suggested that the techniques of seminars, tutorials, assignments, surveys, projects etc., are given their due place in the working of the training institutions. It has also been observed that the amount of written work which the trainees put in during their period of training is not adequate. This too deserves more attention. Trainees should be encouraged to take up problems and study them, write on them and then discuss them in small groups. This practice will go a long way in cultivating proper habits of study in the trainees and also developing in them the much-needed sense of confidence.

(21) *Extension Services*—The study shows that extension services have not yet found any foot-hold in the training institutions. As things are, teachers who go out of training institutions, labour under the wrong notion that they are coming out of them as finished products and that they have learnt all that they should have learnt in regard to the theory and practice of teaching. It has to be conceded in this connection that the education of teachers does not end with their passing out of the training institutions but that it is a continuous process. The institution of extension services in our training schools and colleges will go a long way in giving this idea of continued development a practical shape. This programme, even if it be very humble to start with, should be made an integral part of every training institution. Apart from improving the efficiency of teachers, the institution of such services will improve the standard of work in the schools which are in the vicinity of the training institutions.

(22) *Inspection of Training Institutions*—The question of inspection and supervision of training institutions is also very important. It is observed that in some States the authority for the purpose rests with the District Education Officer or the Regional Education Officer. These officers have, sometimes, their hands full with administrative matters and, therefore, are hardly in a position to pay continued attention to the needs of these institutions or to make suggestions by way of improvement. It is felt that there should be a Special Officer at the level of the Directorate who should be entrusted with the responsibility of general guidance to these institutions. The administrative and financial matters may, however, continue to remain in the charge of the District or the Regional Educational Officer. It is also felt that the academic inspection of these institutions instead of being entrusted to one officer should be made the job of a panel and, as far as possible, the principals of training institutions should be associated with the panel.

Conclusion—It is an admitted fact that no educational programme can be improved except through the improvement of teachers. The training of Primary school teachers, therefore, is one of those areas which exert a very significant influence on the standards of teaching in our schools. It is, therefore, imperative that the importance of this sector is realised and all-out efforts are made to improve the training programmes for our teachers.

The first requisite in this connection is to diagnose the weaknesses in the existing practices and remove them. Some of the shortcomings of the programme have been pointed out in the above paragraphs and efforts should, therefore, be made to remove them. It is rather unfortunate that enough attention has not been paid during the first two Plans to the qualitative improvement of the training programmes—the achievements in respect of quantitative development are also far from happy. It is hoped that in the third Plan, both the quantitative and the qualitative aspects of the problem will receive due and adequate consideration.

In this connection the establishment of experimental institutions is also worth consideration. No educational programme can be improved unless and until it has been tried, experimented upon and finalised on a small scale, under the direct supervision of competent staff. The establishment of experimental institutions of teacher-training, therefore, will go a long way in vitalising the training of teachers; and unless this is done, it is futile to imagine that the products which they turn out will be in a position to improve the standards of education in our institutions.

ANNEXURE II

A STUDY OF THE SYLLABI OF TEACHER TRAINING SCHOOLS IN INDIA

by

Dr. Edward A. Pires

INTRODUCTION

This study has been undertaken at the instance of the Ministry of Education at the request of Shri J. P. Naik, Adviser on Primary Education to the Ministry, who wished to have it presented for discussion at the Seminar on Teacher Education to be held in New Delhi from the 3rd to the 10th October 1960.

The study is based on the syllabi of thirty-one courses of study in use in undergraduate teacher-training institutions in India preparing teachers for the elementary grades. Copies of most of these syllabi were obtained through the Ministry of Education; a few were obtained from the National Institute of Basic Education; and a few others were obtained directly by the author himself. The original study related to twenty-six courses; but after the Seminar was held in Delhi, four more syllabi (Nos. 27 to 30) were included.

The following table gives a list of the thirty courses that are the subject matter of this report. It may be noted that this study is confined to courses prescribed by the various State Departments of Education. It does not include within its purview recognised courses offered by private organisations.

TABLE NO. 1

List of the Courses Studied in this Report

Serial No.	State/Union Territory	Course
1	Andhra	Basic Training School Certificate.
2	Andhra (Telangana) ..	Basic Training School Certificate.
3	Andhra	Training School Leaving Certificate (Elementary Grade).
4	Andhra	Training School Leaving Certificate (Secondary Grade).
5	Assam	Junior Teacher Training Certificate.
6	Bihar	Teachers' Training School Certificate.
7	Bombay	Junior and Senior Certificate in Teaching.
8	Delhi	Junior Basic Training Certificate.
9	Himachal Pradesh ..	Basic Training School Certificate.
10	Jammu and Kashmir	Basic Education Certificate.
11	Kerala	Teacher Training Certificate.
12	Madhya Pradesh ..	Diploma in Basic Education.

TABLE NO. 1—*contd.*

Serial No.	State/Union Territory	Course
13	Madras	Basic Training School Certificate (Junior and Senior).
14	Madras	Training School Leaving Certificate (Elementary Grade).
15	Madras	Training School Leaving Certificate (Secondary Grade).
16	Manipur	Junior Basic Training Certificate.
17	Mysore	Teacher Training Certificate (for non-S.S.L.C.'s).
18	Mysore	Teacher Training Certificate (for S.S.L.C's.).
19	Orissa	Elementary Training School Certificate.
20	Orissa	Junior Basic Training Certificate.
21	Punjab	Junior Basic Teachers' Training Certificate.
22	Rajasthan	Senior Basic Teachers' Certificate.
23	Uttar Pradesh ..	Junior Teachers' Certificate.
24	Uttar Pradesh ..	Hindustani Teachers' Certificate.
25	West Bengal ..	Primary Teachers' Training Certificate.
26	West Bengal ..	Junior Basic Training Certificate.
27	Assam	Senior Basic Training Certificate.
28	Pondicherry ..	Primary Teachers' Certificate.
29	Tripura	Under graduate Basic Training Certificate.
30	West Bengal ..	Senior Basic Training Certificate.

GENERAL OBSERVATIONS

Before coming to the detailed study, a few general observations about these courses may not be out of place at this stage.

1. Considering that these courses of study have been prescribed by the various State Departments of Education for use in their training schools, it is surprising that a large proportion of them have not been printed. Seven of them are available only in a cyclostyled form, and five only in typescript. Some of these are so badly duplicated that it is difficult to read them.

2. It would be interesting to find out how these syllabi came to be framed—particularly, by whom they were framed, and what was the procedure adopted. It would appear that most of them were framed by officers of the State Departments of Education, although there are at least two that seem to be the work of a single person, judging by the poverty of both the presentation and the contents. It would be worthwhile to know whether the staffs of the training institutions in which they are being used were at any stage consulted in the preparation of these courses. The courses of study used in

Secondary training colleges affiliated to universities are framed by the Boards of Studies of the universities on which teachers from the training colleges (who know what they want) are amply represented. It is, therefore, recommended that in the framing of syllabi for training schools, teachers on the staffs of these schools should be adequately represented.

3. One feature of these syllabi that struck me early in my study was the very great difference in the quality of the best and the poorest of these courses. One does not find anything like this divergence in the courses of study at the B.Ed. level prescribed by the different universities. There seems to have been no concerted attempt in the past to evolve what may be called, for lack of a better word, a 'model' course of study incorporating the best thinking on the needs of Primary school teachers and their professional preparation. I am not unmindful of the attempts of the Hindustani Talimi Sangh to evolve a worthwhile syllabus for Basic training schools or of the reliance by some of the State Departments of Education on this syllabus in framing their own courses of study, particularly for their Basic training institutions. The impress of the H.T.S. syllabus on the latter is unmistakable, specially in matters relating to the study of crafts, to the organization of community life and to health education. But the H.T.S. syllabus, it seems to me, has not been helpful to the States in determining the scheme of examination to be adopted, which is largely responsible for the wide differences that exist on many important issues such as the place of 'content' or subject matter study in the course, the relative weightage to be given to the course in general methods and the courses in special methods in the various school subjects, the relation between internal and external assessment, the number and kinds of crafts to be studied, the amount and value of teaching practice, the nature of other sessional practical work, etc.

There is need, it seems to me, for an Association of Training Schools whose members would meet periodically to discuss these problems with a view to introducing some sort of uniformity of standard, if not of pattern, in the under-graduate teacher training programmes in the country—the kind of service that has been rendered at the graduate level by the Association of Training Colleges.

4. The fact that traditional training schools are fast being converted into Basic training schools accounts for the emphasis, in most courses, on craftwork, community living and social service. There is a danger, however, that because of this emphasis the truly professional preparation of the teacher might not receive the attention it needs. This is a point to be kept in mind in the reconstruction of the syllabi, as and when the matter is taken up. In the courses as they obtain today, there are marked differences in the relative stress on the teacher's personal development and on his professional preparation. This difference is particularly marked if the traditional and Basic courses are compared. It is to be hoped that the traditional courses will before long be superseded by Basic courses, and that in this process the two aspects of the prospective teacher's development, personal and professional, will be properly harmonised.

5. Another respect in which the various courses of study differ one from another is the inclusion or omission of a statement or statements on the objectives of teacher education at the under-graduate level. In eleven of the courses (Course Nos. 5, 9, 10, 16, 23, 24, 25 and 27 to 30) there is no proper reference to the aims and objectives of the course. In most of the other courses which contain some kind of statement on aims and objectives—be it brief or elaborate—the statement is a general one for the course as a whole. In a few cases, however, (e.g. in Course Nos. 7, 8, 17 and 18) an attempt has also been made to state the objectives of the various parts of the course (such as the course in Basic Crafts, the course in Auxiliary Crafts, the course in Education, etc.) and even the objectives of the several papers included in the course in Education (such as the Principles of Teaching, School Management and Organization), although, at times, the statements are quite bald. There can be no gainsaying the value of incorporating in a syllabus useful statements on the aims and objectives of the course as a whole as well as of the different parts of the course. Besides helping the student-teacher to understand what the course and the several parts of it are intended to achieve for him by way of communicating knowledge, clarifying concepts, developing understandings, imparting techniques, and skills, or developing interests and attitudes, such statements of aims and objectives, provided they have been carefully thought out and clearly formulated, can also help the teacher educator not only to know what he hopes to achieve but also how to assess the many-sided growth and development of his students. Nay, what is even more important, a clear understanding of objectives can also enable him to use the most appropriate means and the most effective methods for attaining these objectives.

6. I think it would be helpful for teacher educators if every syllabus, explicitly rather than implicitly, gave an indication of the various methods of teaching that can be fruitfully employed in training schools. On this point, however, most of the syllabi are silent; but some of them contain stray statements on the advisability of not adhering exclusively to the lecture method but utilizing other methods such as supervised study, assignments, demonstrations, discussions, seminars, tutorials, group reports of surveys and visits, etc. In the study of child psychology, some of the syllabi suggest direct observation of children, interviews, and use of children's biographies, case studies and anecdotal records. If it is felt that a syllabus is not the right place for a discussion of methods of training, a special *Handbook for Teacher Educators* may be prepared in which the various methods are not only explained but their use exemplified through concrete illustrations. This is one worthwhile activity that might be undertaken by the suggested Association of Training Schools.

After these general observations, I may proceed to a detailed study of the syllabi.

I. Aims and Objectives of the Courses of Study—

As I have already briefly observed, a large majority of the syllabi contain some statement or statements of the aims and objectives of the course of training, or of the several parts of the course,

or both. Eleven courses (referred to already) contain no proper statement of objectives while three others (Course Nos. 11, 21 and 28) contain statements of the objectives of some parts of the course, not of all.

In most cases of a general statement of objectives of the course as a whole, the influence of the syllabus of the Hindustani Talimi Sangh is clearly discernible. For example, in Course Nos. 1 and 2, the following general objectives are enunciated:—

"(1) To give the student-teachers practical experience of the life of a community based on cooperative work for the common good.

"(2) To help them to understand and accept the social objective of *Nai Talim* and the implications of a new social order based on truth and non-violence.

"(3) To encourage the development of all the faculties—physical, intellectual, aesthetic and spiritual—of each student-teacher towards the achievement of a well-integrated balanced personality.

"(4) To equip the student-teacher professionally for his work, i.e. to enable him to understand and meet the physical, intellectual and emotional needs of children".

This is a helpful statement of objectives; but it can be improved by a further elaboration of the professional objectives of the course which have been embodied in a single, omnibus clause. The general impression created by this four-clause statement is that the emphasis is largely on the student-teacher's personal development and not enough on his professional growth.

A wider statement of objectives is the one given in the syllabus of Course No. 6. The first four clauses in this statement are almost identical with the four given above; and, therefore, it will suffice to reproduce the remaining five which make the statement more elaborate than the one contained in Course Nos. 11 and 12:—

"(5) To enable the trainees to acquire proficiency in crafts for using them as one of the media of education and cooperative self-sufficiency.

"(6) To help the trainees to acquire necessary knowledge about the technique of teaching.

"(7) To enable the trainees to study and implement the integrated syllabus of Elementary schools.

"(8) To assist the trainees in acquiring practical knowledge of class management and school organization with a good grounding in the maintenance of proper accounts and departmental rules and regulations.

"(9) To equip the trainees with necessary practical knowledge of organizing a village or *mohalla* for its uplift work".

Another general statement of objectives which is fairly comprehensive is the one contained in the syllabus of Course No. 22. The statement is reproduced below:—

"Our business today is not so much the training of teachers as it is the education of the educators. At this stage, the student-teacher is expected to have an adequate acquaintance of the contents of the different subjects of the school syllabus he is expected to teach. The aims of teacher education may be twofold:—

(a) He should possess a comprehensive and intelligent understanding of the principles and techniques of correlated teaching and their application in class teaching.

(b) He should acquire an adequate standard of efficiency in art and craft work and other activities which form the core of his correlated teaching.

The main objectives are:—

"(i) to provide all facilities and opportunities for the development of a well-integrated, harmoniously developed, and socialized personality;

"(ii) to give the student-teacher a practical experience of community life as envisaged in Basic education and implied under the new social order based on truth, non-violence and cooperation;

"(iii) to help him to acquire the qualities of leadership for assuming the responsibilities of organizing the life of the school and community on true democratic lines;

"(iv) to help the prospective teacher to acquire an adequate standard of professional proficiency in his work by developing a genuine sense of responsibility, interest and a healthy attitude towards life, society, children and the profession; and

"(v) to enable him to understand and meet the physical, social, emotional and intellectual needs of children by acquiring a deep insight into child nature and its associated problems".

After an examination of some statements of the general objectives of teacher education, a few examples of statements of the objectives of specific parts of the course may be both helpful and interesting.

In Course No. 7, the aims of teaching the Basic (or main) craft are stated as follows:—

"(i) To enable the students to understand intelligently all the processes involved in the craft from raw materials to finished products;

"(ii) to enable the students to handle the equipment, maintain it carefully, do minor repairs or replacements when necessary and set up apparatus;

"(iii) to acquire skill in artistic production of articles prescribed in the syllabus; and

"(iv) to enable the students to correlate the knowledge gained in the craft, theory and practice, with the academic subjects taught in schools".

The same Course sets out the objectives of teaching auxiliary crafts in the following statement:—

"In Basic schools, where education is to be imparted through life, the needs of life will touch upon more than one craft and, as such, auxiliary crafts are included in the curriculum of Basic training institutions. The auxiliary crafts selected will serve as complements to the basic craft. *The objectives of including auxiliary crafts* will be to give the trainees the fundamentals of a related craft at a lower level, enable the trainees to see their relation to the basic crafts or the life of the people, and give them mastery over some of the fundamental processes in the practice of the auxiliary crafts. Such crafts will provide the trainees richer opportunities of correlating academic knowledge with them".

In Course No. 8, the aims of teaching Paper and Cardboard Work have been stated as follows:—

"(i) To create a taste for making simple and beautiful things;

"(ii) to develop in the trainees a love for decorative designs;

"(iii) to enable them to realise the value of handwork; and

"(iv) to enable the trainees to correlate the knowledge gained in crafts with other subjects of the school".

A close scrutiny of the following two statements of the objectives of that part of the training course dealing with Education would show that either they have been derived from the same source or one has been derived from the other.

Course No. 7 states as follows:—

"The objectives of a course in Education for the teachers under training will be mainly three-fold, as follows:—

"(i) To give them an idea of the psychological basis of the educational process, with special reference to the recent advances in activity techniques of imparting education;

"(ii) to equip them with the essential skills of successful teaching in schools; and

"(iii) to aquaint them in general with the present machinery of school organisation so that they can play their roles effectively in the schemes of educational expansion".

In Course No. 17, the objectives of a course in Education are defined as follows:—

"(1) To give student-teachers a clear idea of the aims and objectives of education in general and of Basic education in particular, and a knowledge of the psychological foundations of the educative process;

"(2) to give a good grounding in the technique of teaching, both in its theoretical and practical aspects; and

"(3) to acquaint the student-teacher with the general [illegible] tration of education and school management with special reference to Primary education.".

Training in Music is a characteristic feature of several [illegible] the courses included in this study. In Course No. [illegible] the following statement of the aims of teaching Music has been made:—

"The teaching and practice of Music should [illegible] an integral part of the cultural programme of the school [illegible] The aim of introducing this subject [illegible] is to arouse a feeling of joy [illegible] good [illegible] and develop good taste and a sense of [illegible] the cultural heritage of India in music [illegible] should acquire the necessary skill [illegible] They should have the capacity [illegible] practical knowledge relating to Music [illegible] different grades".

Similar statements of the aims of education [illegible] or of the objectives of certain parts of the [illegible] d. The questions that need to be asked and answered in this [illegible] are: (i) How comprehensive are the statements [illegible] produced here? (ii) Are they adequate to give the student-teacher and the teacher-educator a good idea of [illegible] curricular course of study? (iii) Are they inherent [illegible] of learning and teaching that need to be employed [illegible] ful to the teacher-educator in formulating [illegible] of evaluation? In other words, do they give him a [illegible] nds of tests—written, oral, performance, etc.—that he needs to employ in his scheme of evaluation? These are some of the [illegible] that need to be borne in mind when formulating a statement of objectives relating to teacher education.

II. Duration of the Courses and the Minimum Qualifications Required—

These are two important respects in which differences exist in the thirty courses included in this study.

The following table sets out: (a) the duration of the courses of teacher-training in different States and Union Territories; and (b) the minimum qualifications required for admission.

TABLE NO. 2

Duration of the Courses and the Minimum Qualifications Required

Serial No. 1	State, Union Territory 2	Training Course 3	Duration 4	Minimum Qualifications 5
1	Andhra	Basic Training School Certificate.	2 years	III Form & Passed.
2	Andhra (Telangana)	Basic Training School Certificate.	1 year	For trained candidates only.
3	Andhra	(1) Training School Leaving Certificate (Elementary Grade).	2 years	E.S.L.C. or III Form Passed.
		(2) Emergency Course	1 year	Matriculation (50% marks) or Intermediate.

TABLE NO. 2—*contd.*

1	2	3	4	5
4	Andhra ..	Training School Leaving Certificate (Secondary Grade).	2 years	Matriculation or its equivalent.
5	Assam	Junior Teacher Training Certificate.	1 year	M.E. or M.V. or Senior Basic (Matriculates will be preferred).
6	Bihar	Junior and Senior Training School Certificates.	2 years	Secondary School Certificate (relaxable for Scheduled Castes Tribes and women and teachers in service).
7	Bombay (Maharashtra and Gujerat).	Junior and Senior Certificates in Teaching.	2 years (1 year for Matriculates).	(*a*) For Junior Certificate; Primary School Certificate (7 years' course); (*b*) For Senior Certificate; Secondary School Certificate.
8	Delhi	Junior Basic Training Certificate.	2 years	Matriculation.
9	Himachal Pradesh	Basic Training School Certificate.	1 year	Matriculation.
10	Jammu and Kashmir	Basic Education Certificate.	1 year	Matriculation (for fresh entrants); middle passed for those in service and for women.
11	Kerala	Teacher Training Certificate.	2 years	S.S.L.C.
12	Madhya Pradesh ..	Diploma in Basic Education.	1 year	Middle School Examination (for Madhya Bharat, Vindhya Pradesh and Mahakoshal units); Matriculation for Bhopal.
13	Madras	Basic Training School Certificate (Junior and Senior).	2 years	(*a*) E.S.L.C. or III Form for Junior Basic T.S.L.C.; and (*b*) Matriculation or its equivalent for Senior Basic T.S.L.C.
14	Madras	Training School Leaving Certificate (Elementary Grade).	2 years	E.S.L.C. or III Form.
15	Madras	Training School Leaving Certificate (Secondary Grade).	2 years	Matriculation or its equivalent.
16	Manipur	Junior Basic Training Certificate.	1 year	VIII Class.

TABLE NO. 2—*concld.*

1	2	3	4	5
17	Mysore	Teacher Training Certificate (for non-S.S.-L.C's).	2 years	Middle School (for teachers in service only).
18	Mysore	Teacher Training Certificate (for S.S.L.C's).	1 year	S.S.L.C.
19	Orissa	Elementary Training School Certificate (Condensed E.T.S.C. Course).	2 years 1 year	Middle School Examination. Class IX
20	Orissa	Junior Basic Training Certificate.	2 years	Matriculation.
21	Punjab	Junior Basic Teachers' Training Certificate.	2 years	Matriculation or equivalent.
22	Rajasthan ..	Senior Basic Teachers' Certificate.	1 year	High School Examination.
23	Uttar Pradesh ..	Senior Basic Teachers' Certificate.	2 years	High School Examination.
24	Uttar Pradesh ..	Hindustani Teachers' Certificate.	2 years	Junior High School examination.
25	West Bengal ..	Primary Teachers' Training Certificate.	1 year	Middle School Examination (meant only for teachers in service).
26	West Bengal ..	Junior Basic Training Certificate.	1 year + 6 months of field work +1 month's refresher course.	Matriculation or equivalent (relaxable for women).
27	Assam	Senior Basic Training Certificate.	2 years (1 year for normal passed Matriculates).	Matriculation.
28	Pondicherry ..	Primary Teachers' Certificate.	2 years	
29	Tripura	Under-Graduate Basic Training Certificate.	1 year	
30	West Bengal ..	Senior Basic Training Certificate.	1 year	

A perusal of this table shows at once that the duration of twelve out of the thirty courses is one year and that of the rest is two years. It will, therefore, be some time before all under-graduate training courses become two-year courses. About the desirability of a two-year course there can be no two opinions; the main difficulty is obviously one of finance.

As regards the minimum qualifications required for admission to the training course, Matriculation or its equivalent is required strictly in twelve cases.

In Course No. 6, the requirement of a Secondary School Certificate is relaxable in the case of scheduled castes and tribes, and women.

In Course No. 7, a Secondary School Certificate is required for the senior course, but a Primary School Certificate (7 years' course) will do for the junior course.

In Course No. 10, fresh entrants need to be Matriculates, but there is no minimum qualification for teachers already in service.

In Course 12, the Matriculation certificate is required only in Bhopal, whereas in Madhya Bharat, Vindhya Pradesh and Mahakoshal it is enough for a candidate to have passed the Middle school examination.

In Course No. 13, Matriculation is required for the senior training course, and the Middle School Certificate for the Junior training course.

For Course No. 16, only teachers (non-matriculates) working in Primary and Middle schools were being admitted in 1958, but later the Matriculation certificate (except in the case of women) will be required.

In Course No. 26, the requirement of a Matriculation certificate is relaxable in the case of women.

For Course Nos. 1, 3, 5, 7(a), 12, 13(a), 14, 17, 19, 24 and 25, the minimum requirement is still the Middle School Certificate. The prospectuses of Course Nos. 28, 29 and 30 do not indicate the minimum qualification required.

No comment needs to be made on the question of the minimum qualification that should be required for admission to a training school, save that it should be raised everywhere to the Matriculation certificate or its equivalent at the earliest possible date; and as soon as possible after that, it should be raised to the Higher Secondary School Certificate. It is often said that the weakest link in our system of education is the Secondary stage; but in my opinion, it is the Primary. And the main reason is the poor quality of our teachers in our Primary schools. It is this poor quality of our teachers that has been responsible for the failure of Basic education in our country; because Basic education is a kind of education that requires a superior type of teacher who cannot be produced in a year's course of training, specially if he has gone through only seven or eight years of schooling himself. Every effort should, therefore, be made to enhance the

duration of the course to two years and to raise the minimum qualification to Matriculation or its equivalent. This is not going to be easy, specially because of the increasingly larger number of teachers that will be needed from year to year to take care of the programme of expansion of facilities for Primary education, and also because of the backwardness of girls' education in the country resulting in a great dearth of qualified women candidates for teaching.

III. Courses of Study: A Synoptic View

Before proceeding to a detailed examination of the syllabi, I feel that it would be helpful to have a synoptic view of each of the thirty courses of study. The synopses which follow have been prepared with this purpose in view. I must confess that the preparation of these synopses was an arduous task, particularly in the case of some of the courses which are either confused in their presentation or are incomplete in many respects.

The synopses contain:—

(i) the theory courses in Education, including the courses in methodology;

(ii) the practical courses of training, including craft-work, practice teaching, community living, etc.;

(iii) the study of academic subjects (wherever it has been prescribed);

(iv) the distribution of learning time (wherever it has been included in the syllabus or has been made available otherwise); and

(v) the distribution of marks over the different parts of the course (also, wherever it has been made available).

The presentation of each synopsis follows the particular arrangement in that course: no attempt has been made to reduce it to a single pattern of presentation, as this would have created a great deal of confusion.

A quick perusal of these synopses is enough to show the extent of variation in the several courses, and the need to introduce some measure of uniformity in them. If similar synopses were prepared of the courses in teacher education at the graduate (i.e. B.T./B.Ed./L.T.) level, a much greater uniformity would be discernible, which has been the result of inter-university recognition of courses at this level as well as a great deal of consultation at conferences, seminars, etc. organized principally by the Ministry of Education and the Association of Training Colleges. Similar consultations on the syllabi of training schools are, therefore, recommended.

Synopses of the different courses now follow:

1. ANDHRA PRADESH

BASIC TRAINING SCHOOL CERTIFICATE: 2 YEARS

	Marks			Periods per week
	Internal	External	Total	
Group A (General)—				
1. Work in Practising Schools (6 weeks a year, including one week for observation and one week for apprenticeship).	..	..	100	..
2. Health and Hygiene (including Kitchen Activities and Physical Education).	..	..	100	
3. (*a*) Community Training	..	..	100	7 (including 2 for Hindi).
(*b*) Cultural Activities (including the Study of Hindi).				
4. Any *one* Craft (main) from the following—				
(*i*) Gardening and Agriculture ..				
(*ii*) Spinning and Weaving				
(*iii*) Needlework (including Cardboard Modelling and Elements of Metal Work).	..	..	100	11 (including for silent spinning).
(*iv*) Any other Approved Craft such as Leatherwork, Tailoring or Pottery.				
5. Subsidiary crafts if any (other than Spinning and Elementary Gardening, which should be compulsory).	..		100	2
NOTE: The courses under Group A will be assessed internally.				
Group B (Special)—				
1. Educational Psychology and Child Study..	40	60	100	5
2. Principles of Basic Education and School Administration.	40	60	100	6
3. Methods of Teaching—General and Special	40	60	100	6
4. Methods of Teaching English (for Senior Grade only).	40	60	100	3*
5. Library (silent reading)	..	..	..	2

*In the Junior Grade, these may be used for the courses under Group B.

2. ANDHRA PRADESH (TELANGANA AREA)

Basic Training Certificate: 1 year

	Marks	Periods per week
Group A—		
I. *Work in Practising Schools—*		
(*a*) One week of observation		
(*b*) One week of apprenticeship		
(*c*) 4 weeks of practice teaching		
(*d*) Daily school duties		
(*e*) Study of organizational set-up of the school ..		
(*f*) Measurement of intelligence and achievement ..		
II. *Health and Hygiene* (including Kitchen Activities and Physical Education).		
III. *Community Training and Cultural Activities* (including the Study of Hindi).	To be assessed internally.	
IV. *Main Craft*—Any *one* of the following—		
(*a*) Gardening and Agriculture		
(*b*) Spinning and Weaving		
(*c*) Woodwork (including Cardboard Modelling and Elements of Metal Work).		
(*d*) Any other Approved Craft, such as Leatherwork, Tailoring or Pottery.		
(*e*) Homecraft, Needlework and Embroidery		
V. Subsidiary Crafts, if any, other than Spinning and Elementary Gardening, which should be compulsory.		
Group B—		
1. Educational Psychology and Child Study	60 % marks for the public examination and 40% for internal assessment.	
2. Principles of Basic Education and School Administration.		
3. Methods of Teaching—General and Special		
4. Methods of Teaching English—Optional		

3. ANDHRA PRADESH

Training School Leaving Certificate (Elementary Grade): 2 years

	Marks	Periods per Week	
		I Year	II Year
Group A—			
1. Educational Psychology and Child Study	100	3	4
2. School Administration (including Practical work) ..	100		
3. Methods of Teaching—			
(*a*) A regional language	100	3	3
(*b*) Elementary Mathematics	100		
(*c*) Nature Study	..	3	3
(*d*) Indian History and Civics	100	2	1
(*e*) Geography	..		
Note—These will be studied with reference to— (*i*) the *contents* of each subject up to standard V, and (*ii*) the *Special principles* appropriate to each.			
4. Rural School Problems, including Health and Hygiene	100	3	2
Group B—			
1. Music	..	6	6
2. Handicrafts, including Drawing			
3. Physical Training			
Practicals—			
1. 20 periods of practice teaching (minimum) per year ..	..	6	9
2. Demonstration lessons (112 in all to be arranged in 2 years).	..	..	..
3. Observation of classroom teaching	..	..	..
4. Reports on school visits	..	..	..

4. ANDHRA PRADESH

TRAINING SCHOOL LEAVING CERTIFICATE [illegible] ONE-YEAR CHARGE [illegible] TEMPS

[illegible]	Marks	Perc[illegible]	[illegible]
		I Year	II Year
Group A—			
I. *Theory and Practice of Education—*			
(a) Educational Psychology and Child Study ..	100	3	5
(b) School Administration	100		
II. *Methods of Teaching—*			
(a) Regional Language—			
(i) Text and Grammar	100	2	2
(ii) Methods			
(b) Mathematics	50	2	1
(c) General Science (including Nature Study, Gardening and Home Science for girls)		3	2
(d) Social Studies	100	4	2
(e) English	100	3	2
NOTE—These will be studied with reference to—			
(i) [illegible] of the seven subjects up to Std. [illegible]			
(ii) the [illegible] principles [illegible]			
**Teaching Practice—*			
(a) 20 periods of practice teaching (minimum, per year)			
(b) Demonstration lessons		6	1
(c) Observation of classroom teaching			
(d) Reports on school visits			
Group B—			
1. Music		6	6
2. Handicrafts, including Drawing			
3. Physical Training		1	1
4. Extra-Curricular Activities			

*These are non-examination subjects; the practical work provided for in the syllabuses must be satisfactorily worked out.

5. ASSAM

Junior Teacher Training Certificate: 1 year

	Marks	Periods per Week
A. Community Life Activities	100	..
B. *Crafts*—		
1. Main Craft (one) : Spinning or Gardening	100	2 hours (for practical work).
2. Subsidiary Craft (one)—		
(*i*) Gardening		
(*ii*) Bee-keeping		
(*iii*) Cane and Bamboo work	100	
(*iv*) Sewing and Needle work		
(*v*) Weaving		
C. *Courses of Study*—		
1. Community Life Activities	..	..
2. Principles of Basic Education and Child Psychology and History of Education	100	6
3. Methodology and School Organisation	100	
4. Social Studies (including Hygiene and Nature Study)	150	5
5. Mother Tongue	100	4
6. Arithmetic	100	5
7. Hindi (non-examination subject)	..	2
8. Craft (Theory)	100	3
9. Art	50	5
D. *Practical Work in Teaching* (Teaching of Hindi is compulsory)	150	
1. Observation of lessons	Internal—50 marks	
2. Preparation of 15 lesson notes; 5 lessons to be given ..	External—50 marks	
3. Demonstration lessons (5)	Sessional Work—50 marks	
4. Criticism lessons		
E. *Library Work* (Adequate provision to be made in the time-table)	..	..
F. Annual Report	50	..

6. BIHAR

Junior and Senior Certificate of Teaching: 2 years

	Marks	Periods per Week
A. *Practical Subjects*—		
1. *Main Crafts*—One of the following—		
(*a*) Spinning and Weaving	Main Crafts & Subsidiary Crafts.	
(*b*) Gardening and Agriculture		
(*c*) Woodwork and Cardboard work		
(*d*) Metalwork	300	9 hours per week
(*e*) Leatherwork		
(*f*) Tailoring and Needlework		
(*g*) Home craft and Home Management		
Note—(*i*) Spinning and Gardening is compulsory for all.		
(*ii*) Elementary skill in Woodwork and Cardboard work is compulsory for those who do not take Woodwork as the basic craft	..	6 hours per week
2. *Subsidiary Crafts*—One of the following—		
(*a*) Dyeing and Printing		
(*b*) Bee-keeping		
(*c*) Poultry Farming		
(*d*) Pisciculture		
(*e*) Dairy Farming		
(*f*) Oil pressing		
(*g*) Elementary Metalwork	..	2½ hours per week
(*h*) Mat and Basket Making		
(*i*) Toy Making		
(*j*) Cane and Willow Work		
(*k*) Sericulture		
(*l*) Palm Gur Making		

Note—15 periods per week (or 45 minutes each) will be devoted to the crafts (basic and subsidiary).

BIHAR—*contd.*

	Marks	Periods per Week
3. Physical Training	50	15 minutes daily for physical exercises and 'asanas' and 105 minutes for recess and games.
4. Art Work	50	Two periods per week.
5. Music		
6. Practice Teaching	200	In 2 years: 30 to 40 practice lessons; 20 demonstration lessons; 6 criticism lessons.
7. Community Life and Extension Service	100	4
NOTE—All the assessment will be internal.		
B. *Theoretical subjects*—		
1. Principles and History of Education	100	3
2. Child Study and Educational Psychology	100	3
3. School Management and Principles of Community Life	100	2
4. Methodology of Teaching (General and Special) ..	100	3
5. Advanced Hindi (for Hindi-speaking trainees) .. *OR* National Language (for non-Hindi speaking trainees) ..	100	3
6. Second Language	50	2
7. Mathematics	150	5
8. Social Studies		
9. General Science .. .. *OR* Domestic Science (for women)		
	Total—21 periods of 45 minutes each.	

NOTE—50 per cent of the marks will be reserved for internal assessment.

7. BOMBAY

JUNIOR AND SENIOR CERTIFICATE OF TEACHING: 2 YEARS

		Marks	Periods per Week
Group I—Crafts .. .. (in all)		300	18 {Theory—8 Practice—10
1. *Basic Crafts*—One of the following—	(i) For year's work (main and auxiliary)	150	
(a) Spinning and Weaving (cotton or wool)	(ii) 1 paper in Basic craft	100	
(b) Agriculture	(iii) Practical examination	50	
(c) Woodwork ..	.. .. ..	.	
2. *Auxiliary Crafts*—Two of the following			
(a) Spinning		..	.
(b) Gardening		..	.
(c) Cardboard work		..	..
(d) Home Craft (for girls)		..	..
Group II—Education .. .. (In all)		300	6 {Theory—4 Practice—2
1. Written—3 papers (2 hours each)			
(i) Principles of Teaching			..
(ii) School Management and Organisation		150	..
(iii) Methods of Teaching			..
2. *Practical Examination*—One lesson		50	..
3. *Year's work in teaching*—			
(20 Correlated lessons, observation of 50 lessons including 10 demonstration lessons, 3 multiple class lessons, one week's continuous teaching, preparation of 2 aids) 5 to 6 in all—in each year		100	

BOMBAY—*contd.*

	Marks	Periods per Week
Group III—Academic Subjects—6 written papers (2 hours each).		
Gujarat—		
1. Regional Language I (Text)		
2. Regional Language II (General)		
3. Hindi or the local language		
4. Social Studies		
5. General Science		
6. General Mathematics		
OR		
A Classical Language (for Senior Certificate only)		
Maharashtra—	300	24 (4 for each subject)
1. Regional Language I		
2. Regional Language II		
3. Hindi or the local language		
4. General Mathematics		
5. General Science		
6. Social Studies		
OR		
A Classical Language (for Senior Certificate only)		
OR		
English		
Subjects to be Certified by the Principal—		
Drawing and Music	4	6 periods
Physical Education	2	
Group IV—Community Living—On holidays and outside College hours (In all)	100	..
(i) Training in Health and Community Living	75	..
(ii) Practice in organizing community activities in the Practising school.	25	..

NOTE—Crafts and Community Living will be common for both the Senior and Junior Certificate Courses; but the syllabus in the community subjects will be entirely distinct for the two courses. Examination will be by common papers and the first two papers will be common, but the third will relate to methods at the Primary and Middle stages for Senior and Junior Certificate courses separately.

8. DELHI

JUNIOR BASIC TRAINING CERTIFICATE: 2 YEARS

	Marks			No. of hours per week
	Internal	External	Total	
A. *Theory*—				
1. Educational Psychology and General Methods.	50	50	100	16
2. Principles of Education	50	50	100	
3. School Organisation and Health Education.	50	50	100	
4. Matter and Methods of Teaching the Mother Tongue.	50	50	100	
5. Matter and Methods of Teaching Mathematics.	50	50	100	
6. Matter and Methods of Teaching Social Studies	50	50	100	
7. Matter and Methods of Teaching General Science.	50	50	100	
8. Art Education	100	100	200	
B. Practice Teaching (Not less than 50 correlated lessons including 2 criticism lessons, and two weeks' continuous teaching in each year; observation of lessons; preparation of aids).	100	100	200	
C. *Practice of Basic Crafts—Two* of the following are compulsory—				
1. Spinning and Weaving				
2. Horticulture and Agriculture ..				
3. Paper and Cardboard Work ..	50	50	100	9
4. Wood Work and Metal Work ..				
5. Homecraft (compulsory for women) ..				
D. *Practice of Community Work*— ..				
1. Training in cultural activities ..				
2. Training in democratic living ..				
3. Social Service				
4. Literary activities	200	..	200	5
5. Educational excursions and camping				
6. Practice of physical education ..				
E. *Music**—				2

*Trainees will only be declared passed or failed. Failure will not debar a candidate from getting the certificate.

9. HIMACHAL PRADESH

Basic Training School Certificate: 1 year

	Marks			Periods per Week
	Internal	External	Total	
A. *Theory*—				
1. General Methods of Teaching and Principles of Education—				
(*i*) Principles and Practice of Education	..	..	25	4
(*ii*) Principles and Practice of Basic Education ..	..	..	75	
2. Educational Psychology	..	..	100	4
3. School Organisation and Class Management ..	..	..	100	4
4. Methods of Teaching Hindi and Social Studies (including subject matter).	..	..	100	4
5. Methods of Teaching Mathematics and General Science (including subject matter).	..	..	100	4
6. Social Education	..	..	50	3
			550	23
B. *Practicals*—				
1. *Practice Teaching*— ..				
(*i*) Practice Teaching in Model School (3 lessons) ..				
(*ii*) Criticism Lessons (4 to be observed and 1 to be delivered)				
(*iii*) One Week of Correlated Teaching	100	100	200	
(*iv*) One Final Examination Lesson selected out of a day's Correlated Scheme of Work (prepared in advance)				
2. *Community Work*—				
(*i*) Personal Cleanliness				
(*ii*) Cleanliness of Hostel	50		50	
(*iii*) Social Cleanliness				
(*iv*) Kitchen Work				
3. *Spinning* (of cotton or wool)	50	25	75	6
4. *Kitchen Gardening*	50	25	75	1
5. *Subsidiary Crafts*—Any two of the following				
(*i*) Cardboard Modelling				
(*ii*) Soap Making	50	25	75	5
(*iii*) Poultry Keeping				
(*iv*) Bee-keeping				
(*v*) Wood Work				
6. *Drawing and Sketching*	25 ~~50~~	25	50 ~~75~~	4
7. *Physical Education*—				
(*i*) Physical Training (taking of classes)	75	75	75	5
(*ii*) Cubbing				
(*iii*) First Aid				
8. *Audio-visual Education*	..		..	1
				22
Grand Total ..				45

10. JAMMU AND KASHMIR

Basic Education Certificate: 1 year

		Marks	Periods per Week
1. Principles of Education and Child Psychology ..		100	6
2. School Organisation and General Methods		100	6
3. *Teaching of Social Studies*—Methods and Content— ..			
(i) History			
(ii) Geography		100	6
(iii) Civics			
4. *Teaching of Languages*—Methods and Content—			
(i) Urdu			
(ii) Punjabi		100	6
(iii) Hindi			
5. *Teaching of Mathematics*—Methods and Content ..		100	6
6. *Teaching of General Science*—Methods and Content ..		100	6
7. *Art*—Theory and Practice	Year's Work—	25	6
	Practicals—	75	150
	Theory—	50	
8. *Craft*—Theory and Practicals—			12
One of the following—	Year's Work—		
(i) Woodwork (including Cardboard Work)	Practicals—	25	150
(ii) Spinning and Weaving	Theory—	75	
(iii) Agriculture		50	
(iv) Home Science (for girls)			
9. Physical Education and Junior Red Cross ..	Year's Work—	25	150
	Practicals—	75	6
	Theory—	50	
10. *Practice of Teaching*—40 lessons	Sessional Work—	50	
	Internal Award—	75	
	External Award—	75	
		200	

Note—Of the 100 marks for each of the theory papers, 20 are reserved for the year's work.

11. KERALA

Teacher Training Certificate: 2 years

	Marks	Periods per Week	
		I Year	II Year
1. *Regional Language*—			
(i) Malayalam .. .. OR (ii) Kannada	100	4	3
2. English	100	4	3
3. Social Studies	100	3	2
4. Mathematics	100	4	2
5. General Science	100	4	3
Note:—Each paper will have two parts — one, subject matter and two, methods—each carrying 50 marks.			
6. Physical Education	..	1	1
7. *Art & Crafts*—			
(i) Art	100*	1	5
(ii) Craft		3	
8. *Education*—			
(i) *Theory*—			
(1) Principles of Education and Educational Psychology	100	2	3
(2) School Organization and Health Education ..	100	2	3
(ii) *Practice*—			
Demonstration, Teaching Practice and Discussion Classes	100*	6	8
9. Library, Literary Association, Community Work etc. ..	..	1	2

* The practical examinations in these courses will be conducted internally.

12. MADHYA PRADESH

Diploma in Basic Education: 1 year

	Marks			Periods per Week
	Internal Assessment	Final Examination	Total	
A. Theory—				
1. Principles of Education and Child Psychology.	25	75	100	..
2. Methods of Teaching (General Methods and Methods of Teaching Languages, Mathematics, Social Studies, General Science, Art and Crafts, Physical Education and English).	25	75	100	..
3. School Organization, School Hygiene and Community Life.	25	75	100	..
4. Modern Trends in Education ..	25	75	100	..
B. *Practice Teaching*—				
(i) At least 30 planned lessons, of which 10 should be correlated, full-day lessons.				
(ii) One criticism lesson				
(iii) Observation of 10 lessons with notes	50	50	100	..
(iv) Preparation of at least 5 teaching aids				
C. *Crafts*—				
(a) *Compulsory*—	150	..	150	..
(i) Agriculture and Gardening ..	..	..	..	(Every student to put in 40 hours' labour and grow five vegetables).
(ii) Spinning (Speed to be attained:—80 *tars* per hour on *takli* and 160 *tars* on *charkha*: production:—5 *ghundis* on *takli* and 10 *ghundis* on *charkhas* during the year).				
(iii) Weaving (Each student must prepare 1 *asan*, 12 yards of *nawar*, 2 handkerchiefs, 1 towel and 3 yards of cloth).	..	..	..	60 hours of work.
(b) *Optional*—(Three crafts to be selected)				
(i) Carpentry:—8 articles to be produced				
(ii) Bamboo Work:—5 articles to be produced.				
(iii) Clay Modelling—10 articles to be produced.				
(iv) Paper and Cardboard Work:—12 articles to be produced.	..	..	..	..
(v) Toy Making (for women)—10 articles to be produced.				
(vi) Art—10 articles to be produced ..				
(vii) Leatherwork:—5 articles to be produced.				
(viii) Sewing—5 articles to be produced ..				
D. *Community Life* (Besides other activities, a 7 days' work camp will be organized in a village).	150	..	150	..

13. MADRAS

Basic Training School Certificate: 2 years

	Marks	Periods per Week
Group A—General—		
1. Health and Hygiene (including Physical Education)	100	2
2. *Crafts—Compulsory—*		
(*i*) Gardening, Agriculture and Kitchen Work ..	100	18 (including 5 for silent spinning
(*ii*) Cotton-craft		
Subsidiary (Optional)	..	..
One or more craft of local utility	..	2
3. (*i*) Community Training	100	4
(*ii*) Cultural Activities (including Hindi and Music) ..		..
4. *Work in Practsing Schaols—*		
(*i*) 6 weeks a year, including one week for observation, one week for apprenticeship and four weeks for practice teaching.	100	..
(*ii*) Demonstration lessons by training school staff ..		
(*iii*) Reports on school visits		
Group B:—Special—		
1. Educational Psychology and Child Study	100	5
2. Principles of Basic Education and School Administration.	100	5
3. *A. Methods of Teaching—*		
(*i*) General Methods	100	
(*ii*) Special Methods (Teaching the Regional Language)		
B. General Language		
4. Methods of Teaching English (for Senior grade only)	100	3*

*In the junior course, these may be used for the courses under Group B.

Note—Group A activities will be internally assessed; the paper in Group B will be set by the State Board but internally assessed.

14. MADRAS

Training School Leaving Certificate (Elementary Grade): 2 years

	Marks	Periods per Week	
		I Year	II Year
Group A			
1. Educational Psychology and Child Study.. ..	100	3	4
2. School Administration (including practical work) ..	100		
3. *Methods of Teaching*—			
(*a*) A regional language	100	3	3
(*b*) Elementary Mathematics	100	2	2
(*c*) Nature Study and Gardening	..	3	2
(*d*) Indian History and Civics	100	2	1
(*e*) Geography	..	2	1
NOTE—These will be studied with reference to—			
(*i*) the content of each subject up to standard V, and			
(*ii*) the special principles appropriate to each.			
4. Rural Social Problems, including Health and Hygiene	100	3	2
*Group B**—			
1. Music	..	6	6
2. Handicrafts, including Drawing			
3. Physical Training			
*Practicals**—			
1. 20 periods of practice teaching (minimum) per year	..	6	9
2. Demonstration lessons (112 in all, to be arranged in 2 years).			
3. Observation of classroom teaching			
4. Reports on school visits			

*These are non-examination subjects. The practical work provided for in the syllabus must be satisfactorily worked out.

15. MADRAS

TRAINING SCHOOL LEAVING CERTIFICATE (SECONDARY GRADE): 2 YEARS

	Marks	Periods per Week	
		I Year	II Year
Group A—			
I. Theory and Practice of Education—			
(a) Educational Psychology and Child Study ..	100	3	5
(b) School Administration	100		
II. *Methods of Teaching—*			
(a) Regional Language (i) Text and Grammer, (ii) Methods.	100	2	2
(b) Mathematics	50	2	1
(c) General Science (including Nature Study and Gardening and Home Science for Girls).	50	3	2
(d) Social Studies	100	4	2
(e) English	100	3	2
NOTE—These subjects are to be studied with reference to— (i) the contents of the several subjects upto standard VIII; and (ii) the special principles appropriate to each subject.			
III. Teaching Practice—*			
(a) 20 periods of practice teaching (minimum) per year;	..	6	9
(b) Demonstration lessons			
(c) Observation of classroom teaching			
(d) Reports on school visits			
Group B—*			
1. Music	..	6	6
2. Handicrafts, including Drawing			
3. Physical Training			
4. Extra Curricular Activities	..	1	1

*These are non-examination subjects; the practical work provided for in the syllabuses must be satisfactorily worked out.

16. MANIPUR

Basic Training Certificate: 1 year

A. *General and Compulsory Subjects*—

1. Principles of Education.
2. Elementary Knowledge of Education Psychology and Child Psychology.
3. School Organization and Administration
4. Introduction to the History of Educational Ideas and Current Educational Problems.
5. Methodology of Junior School Subjects with Special Emphasis on Correlation.
   - (*a*) Language—
     - (*i*) Mother Tongue.
     - (*ii*) Hindi.
   - (*b*) Simple Mathematics.
   - (*c*) History.
   - (*d*) Social Studies.
   - (*e*) Natural Science.
   - (*f*) Music.
   - (*g*) Art.
   - (*h*) Correlation.
     - (*i*) Physical Environment.
     - (*ii*) Social Environment.
6. Physical Education (both Theory and Practice).

B. *Crafts*—any *two* of the following—

1. Spinning and Weaving.
2. Gardening.
3. Ceramics.
4. Carpentry.
5. Tailoring.

C. *Practice Teaching*—

(*a*) Observation of class teaching.

(*b*) Demonstration lessons by the staff.

(*c*) Actual practice teaching in schools (at leas 30 lessons)

D. *Community Life and Social Activities*

Moral Instruction and Cultural Activities

17. MYSORE

Teacher Training Certificate: 2 years for non-S.S.L.C.'s

	Basic Course			General Course		
	Marks	Periods per Week		Marks	Periods per Week	
		I Year	II Year		I year	II year
I. *Community Living*						
1. Daily routine activities ..						
2. Organization of cultural and special activities.						
3. Self-government	100	..	..	100	..	..
4. Shramdan						
5. Social service activities ..						
6. First Aid						
II. *Professional Subjects*—						
A. *Theory*	300	3	9	300	3	9
1. Principles of Education and Educational Psychology.	..	1	3	..	1	3
2. Educational Administration and School Management.	..	1	2	..	1	2
3. (a) General Methods ..	..	1	4	..	1	4
(b) Special Methods (including study of syllabus for classes I to VII).						
B. *Practice Teaching* :						
Year's Work	100	3	6	100	3	6
Practical Exam.	50			50		
In the Basic Course						
1. Correlated lessons	..	10	15	..	..	
2. Observation of demonstration lessons.	..	10	5	..	..	
3. Observation of class lessons ..	..	15	10	..	..	
4. Multiple-class lessons ..	..	2	3	..	..	
5. Preparation of teaching aids	..	2	2	..	..	
6. Continuous teaching ..	..	1 week		..	..	

17. MYSORE—*contd.*

	Basic Course			General Course		
	Marks	Periods per week		Marks	Periods per week	
		I Year	II Year		I Year	II Year
In the General Course—						
1. Practice lessons	..	..	..		10	30
2. Observation of demonstration lessons.		..	..		10	10
3. Observation of class lessons	..	..	..		30	30
4. Multiple-class lessons ..	..	..	..		2	3
5. Preparation of teaching aids	..	..	..		2	2
6. Continuous teaching ..	..	..	..	..		1 week
III. *Crafts—*						
1. Classwork in any three of the following crafts*— Main .. .. .. Auxiliary .. .. .. (i) Spinning and Weaving. (ii) Gardening, Agriculture. (iii) Paper work and Card-board work. (iv) Clay modelling. (v) Needle craft and Home Science. (vi) Drawing and painting (in the General Course only). (vii) Music (in the General Course only).	100 50	16	16	150	9	12

*Note—In the Basic Course—one main and two auxiliary crafts. In the General Course—any three crafts will have to be taken which will have the status of auxiliary crafts; but only two to be offered for examination.

2. Theory Paper	50 (in main craft)			50 (in 2 crafts)		
3. Practical examination ..	100 (in main craft)			100 (in 2 crafts)		
IV. *General Subjects—*						
I year—						
1. Language—Paper I .. 2. Language—Paper II .. 3. Hindi .. .. .. 4. General Mathematics .. 5. General Science .. .. 6. Social Studies	300	18	..	300	18	plus 2 (for practical work).
II year—						
1. Language—Paper I .. 2. Language—Paper II .. 3. Hindi	150	6	..	150	6 plus 2 (for practical work)	
V. 1. Drawing	2	..	..	2	2	2
2. Music	1	..	..	1	1	1
3. Physical Education ..	2	..	..	2	2	2

18. MYSORE

Teacher Training Certificate (for S.S.L.C's): 1 year

	Basic Course		General Course	
	Marks	Periods per week	Marks	Periods per week
I. *Community Life*—				
1. Daily routine activities ..				
2. Organization of cultural and social activities.				
3. Self-government	100	..	100	..
4. Shramdan				
5. Social service activities ..				
6. First Aid				
II. *Professional Subjects*—				
A. *Theory*	300	12	300	12
1. Principles of Education and Educational Psychology.		..		..
2. Administration and Management.		..		..
3. (*a*) General Methods.		..		..
(*b*) Special Methods (including study of syllabus for classes I to VII).		..		..
(*i*) Language (including English)				
(*ii*) General Mathematics				
(*iii*) General Science				
(*iv*) Social Studies				
A. *Practice Teaching*— Year's work	100	9	100	9
Practical Exam.	50	..	50	..
In the Basic Course—				
1. 15 correlated lessons ..	..	..	..	..
2. Observation of 6 demonstration lessons.	..	..	..	..
3. Observation of 15 class lessons	..	..	..	..
4. One week's continuous teaching.	..	..	..	..
5. 3 multiple-class lessons ..	..	..	..	..
6. Preparation of at least 2 teaching aids.	..	..	..	..

18. MYSORE—*contd.*

	Basic Course		General Course	
	Marks	Periods per week	Marks	Periods per week
In the General Course—				
1. 30 lessons	..	..	..	..
2. Observation of 8 demonstration lessons.	..	..	..	..
3. Observation of 20 class lessons	..	..	..	..
4. One week's continuous teaching.	..	..	..	..
5. Preparation of 2 teaching aids	..	..	..	..
6. 3 multiple-class lessons ..	..	..	..	..
III. *Crafts.*				
1. Class-work in any three of the following crafts*:—				
Main	100	12	150	12
Auxiliary	50	4	..	..
(*i*) Spinning and Weaving ..	..	..	..	..
(*ii*) Gardening/Agriculture ..	..	..	..	..
(*iii*) Paper, Cardboard and Woodwork.	..	..	..	..
(*iv*) Clay modelling ..	..	..	..	..
(*v*) Needlecraft and Home Science.	..	..	..	..
(*vi*) Drawing and Painting (in the General Course only).	..	..	..	..
(*vii*) Music (in the General Course)	..	..	..	..
2. Theory paper	50	(in main craft)	50	(in 2 crafts)
3. Practical examination in the two crafts selected for theory.	100	(in main craft)	100	(in 2 crafts)
IV. *General Subjects—*				
Hindi or English or Kannada or Mother Tongue.	50	4	50	4
V. 1. Drawing	..	2	..	2
2. Music	..	1	..	1
3. Physical Education ..	..	2	..	2

**Note*—In the Basic Course, one main craft and two auxiliary crafts have to be offered; in the General Course, all three crafts will have the status of auxiliary crafts.

NOTE—These are non-examination subjects.

19. ORISSA

Elementary Training School Certificate: 2 years

	Marks	Time Allotment	
		I Year	II year
I. *Professional Syllabus*—			
A. *Theoretical*—			
(*a*) Child Study and General Theory ..			
(*b*) Primary School Organization			
(*c*) Methods of Teaching—			
(*i*) Language (reading, writing, grammer, composition).			
(*ii*) Arithmetic	..	4. hrs. 25 mins.	2 hrs. 15 mins.
(*iii*) History and Story Telling			
(*iv*) Handwork			
(*v*) Drawing			
(*vi*) Study of the Environment (Geography and Nature Study)			
(*vii*) Hygiene			
B. *Practice Teaching*			
(*a*) Demonstration lessons (at least 2 in each subject).	..	1 hr. 20 mins.	1 hr. 20 mins.
(*b*) Criticism lessons (2 by each student) ..			
(*c*) Practice Teaching (30 lessons with single and multiple classes).	..	4 hrs. 30 mins	5 hrs. 50 mins.
(*d*) Notes of lessons			
(*e*) Preparation of Teaching Aids			
II. *Personal syllabus* (or Subject Matter)—			
(*a*) Mother Tongue	..	6 hrs. 30 mins.	6 hrs. 30 mins.
(*b*) Elementary Mathematics	..	2 hrs. 15 mins.	1 hr. 30 mins.
(*c*) Historical and General Story Telling (including Civics).	..	1 hr. 20 mins.	1 hr. 20 mins.
(*d*) Geography and Environment	..	2 hrs. 45 mins	2 hrs. 50 mins
(*e*) Hygiene, Sanitation and Village Environment.	..	45 mins.	5 mins.
(*f*) Drawing	..	1 hr. 20 mins.	1 hr. 20 mins.
(*g*) Handwork	..	45 mins.	45 mins.
(*h*) (*i*) Physical Exercise and Games	..	..	1 hr. 25 mins.
(*ii*) Cubbing and Scouting	..	40 mins.	40 mins.
(*i*) Gardening and Nature Observation ..	..	45 mins.	45 mins.
III. *Practical Preparation for the Future* (i.e. preparation of Useful School Materials)—			
(*a*) Graded question in mental arithmetic ..			
(*b*) Lists of subjects for written composition ..			
(*c*) Specimens of courses in drawing			
(*d*) Series of plans of a village school			
(*e*) Scheme of teaching reading and writing in the infant class.	..	1 hr. 20 mins.	1 hr. 20 mins.
(*f*) List of topics for oral composition ..			
(*g*) List of suitable stories			
(*h*) Model time-tables for various combinations of classes.			
(*i*) Lists of objects for a suitable course in handwork.			
		28 hrs. 40 mins.	28 hrs. 40 mins.

20. ORISSA

Junior Basic Training Certificate: 2 years

	Marks	Periods per Week
Theoretical—		
1. Child Study and Educational Psychology	100	3
2. Principles of Nai Talim	100	2
3. Methods of Teaching and School Organization ..	100	3
4. Mother Tongue and Literature	100	4
5. Mathematics	50	4
6. General Science	100	3
7. Social Studies	100	3
8. Rashtrabhasha Hindi	50	3
Note—Two periods per week are also devoted to Methods of Teaching English.		
Practical—		
1. Practice of Clean and Healthy Living	100	Prayers ½ hour
2. Practice of Self Reliance	100	Cleanliness ½ hour
3. Practice of Productive Basic Craft	100	Agriculture and Gardening 1 hour.
4. Practice of Citizenship	100	Kitchen Work 4 hours.
5. Practice of Recreational and Cultural Activities ..	100	Music & Art 4 periods
6. School Observation and Practice	100	..

21. PUNJAB

Junior Basic Teachers' Certificate: 2 years

	Marks		Time Allotment
	Internal	External	
I. *Theoretical Subjects*—			
1. Principles and Methods of Basic Education	..	50	3/10
2. Educational and Child Psychology ..	..	50	
3. School Organization	..	50	
4. Health Education and Recreational Activities	..	50 (including 20 for practicals)	
5. Methods of Teaching the Mother Tongue and Proficiency in Hindi and Punjabi.	..	50	
6. Teaching of General Science	..	50	
7. Teaching of Mathematics	..	50	
8. Teaching of Social Studies	..	50	
II. *Skill in Teaching*—			
1. Observation of lessons given by the Staff ..	..	30	1/4
2. Discussion lessons (three per year) ..			
3. Sessional teaching (four weeks each year) ..			
4. Final examination (2 lessons)		200	
III. *Practical Training in Art and Basic Crafts*—			
1. Art	20	30	3/10
2. *One of the following major crafts*—			
(*i*) Gardening (flowers and vegetables) ..	50	75	
(*ii*) Spinning and Weaving			
(*iii*) Woodwork			
(*iv*) Homecraft			
3. *One of the following minor crafts*—			
(*i*) Cardboard Modelling	30	45	..
(*ii*) Poultry Farming			
(*iii*) Bee-keeping			
(*iv*) Sericulture			
(*v*) Bamboo Work			
(*vi*) Clay Modelling			
(*vii*) Paper Making			
The following may also be tried :—			
(*viii*) Toy Making			
(*ix*) Leather Work			
(*x*) Making of Pickles, Chutneys, *murabbas*, *sharbats*, etc.			
IV. *Sessional Work*—			
1. Field exploration and collection of field data ..	100	..	3/20
2. Use of reference books			
3. Collecting pictures and diagrams and preparing talks.			
4. Improving inexpensive equipment			
5. Making a private collection of teaching aids ..			
Physical Training	..		

22. RAJASTHAN

Senior Basic Teachers' Certificate: 1 year

	Marks		Periods per Week
A. *Educational Theory*:			
1. Principles of Education (with special reference to Basic Education).		75	..
2. Educational Psychology		75	.
3. Methods of Teaching :		75	..
A. General Methods	..		..
B. Special Methods	..		..
(*i*) Language (Hindi)	..		..
(*ii*) Social Studies	..		..
(*iii*) Mathematics	..		..
(*iv*) General Science	..		..
(*v*) Art (Drawing)	..		..
(*vi*) Crafts (including Home Science for Women)	..		..
4. School Organization and Health	..	75	..
Note : 25 marks in each paper are reserved for internal assessment.			
B. *Educational Practice*:			
1. 32 lessons, as follows :—			
(*i*) 12 traditional lessons, 3 in each subject	35 assessed internally		
(*ii*) 18 bilateral lessons			
(*iii*) 2 whole day lessons (multilateral)			
2. Criticism lessons			
3. Observation of at least 3 demonstration lessons in each subject.		35	.
4. Preparation and use of teaching aids		15	..
5. Final lesson (bilateral)		15	(This will be assessed externally).
C. *Practical Work in Crafts and Art* :		100	..
1. *One compulsory craft* :			
Spinning and Weaving (for men)			
Home Science (for women)			
2. *Two more crafts* either both from Group A or one each from Group A & B. :—			
Group A :		150	(i.e. 50 for each craft)
(*i*) Spinning and Weaving (for women)			
(*ii*) Gardening and Agriculture			
(*iii*) Carpentry			
Group B :			
(*i*) Clay Modelling and Papier machie			
(*ii*) Paper cutting and Cardboard Modelling	..		..
(*iii*) Bamboo and Canework	..		..
(*iv*) Tailoring	..		..
3. Art	..		..
D. **Training in Community Work*:		50	..
1. Theory	..		
2. *Practice* : (*i*) Social and cultural activities in the training school.			
(*ii*) Literary activities		100	..
(*iii*) Social education camp and shramdan			
(*iv*) Community life in the hostel			
E. **Physical Education, First Aid and Scouting* :			
1. Physical Education		50	..
2. First Aid		20	..
3. Scouting		30	..

**Note*—These are all assessed internally.

23. UTTAR PRADESH

JUNIOR TEACHERS' CERTIFICATE: 2 YEARS

	Marks	Periods per Week
A. *Theory*:		
1. Principles of Education and Teaching	100	..
2. Educational Psychology	100	..
3. School Organization, Health Education and Community Organisation.	100	..
4. Subject Matter and Methods of Teaching Agriculture *or* Horticulture *or* Crafts *or* Housecraft (for girls).	100	..
5. Subject Matter and Methods of Teaching :	100	..
(*i*) Hindi	..	..
(*ii*) Mathematics	..	..
(*iii*) Social Studies	..	..
6. Subject Matter and Methods of Teaching any *three* of the following subjects :—	100	..
(*i*) General Science	..	..
(*ii*) English	..	..
(*iii*) A craft other than the one, if any, offered in Paper 4	..	..
(*iv*) Music	..	..
(*v*) Commerce and Business Methods	..	..
(*vi*) Physiology and Hygiene	..	..
(*vii*) Oriental Languages	..	..
(*viii*) Modern Indian Languages other than Hindi ..	..	..
(*ix*) Art	..	..
B. *Practical*:		
1. Practice of Teaching	200	..
(*a*) 60 supervised lessons, including 10 in one of the Basic Crafts.	..	..
(*b*) 1 final lesson	..	..
2. Practice of Community Work (50 hours)	100	..
3. Practical Agriculture or Horticulture or Crafts or Housecraft for Girls.	..	..
Practical Test	70	..
Session's Work	30	..

24. UTTAR PRADESH

HINDUSTANI TEACHERS' CERTIFICATE: 2 YEARS

	Marks	Periods per Week
A. *Theory* :		
I. Elementary Principles of Education and Child Psychology	100	..
II. School and Community Organization including Health Education.	100	..
III. Principles of Teaching and Methods of Teaching Languages, Mathematics, Social Studies and General Science.	100	..
IV. Matter and Methods of Teaching Agriculture *or* Horticulture *or* a Craft *or* Housecraft (for Girls)	100	..
V. Subject Matter of Language, Mathematics and Social Studies.	100	..
VI. Subject Matter of General Science, Art and Spinning and Weaving.	100	..
B. *Practical* :		
I. Practice of Teaching (60 supervised lessons, at least 10 of which will be in one of the Basic Crafts under Paper IV).	200	..
II. Practice of Community Work (including compulsory Art and Craft).	100	..
III. Practical Agriculture or Horticulture or Crafts or Housecrafts (for Girls).	100	..
Practical Test	70	..
Session's Work	30	..

25. WEST BENGAL

Primary Teacher Training Certificate: 1 year

	Marks	Periods per Week
1. (i) Child Psychology	40	6
(ii) Principles of School Organization and Teaching ..	60	
2. *Social Sciences*		
(i) Written Paper	50	3
(ii) Practical Work	50	*
3. (i) Drawing	40	3
(ii) Globe and Relief Work	40	
(iii) Handwork	20	
4. *Bengali*		
(i) Literature	40	5
(ii) Composition and Essay	40	
(iii) Unseen and Writing of Documents	20	
5. (i) Arithmetic	50	4
(ii) Shubhankari	25	
(iii) Mensuration	25	
6. (i) History	50	3
(ii) Civics	50	
7. (i) Geography	60	3
(ii) Nature Study	40	
8. *Physical Training and Games*		
(i) Personal Merit	25	*
(ii) Teaching Merit	25	
9. *Practice Teaching*	100	Spread over 3 months previous to the final examination.
(i) Supervised Lessons (25)	..	..
(ii) Observation of class lessons (25)	..	..
(iii) Criticism Lessons	..	..
(iv) Demonstration lessons (at least one in each class in each subject to be given by the staff.)	..	..
(v) Final Examination Lesson (based on one of three notes of lessons prepared by the candidate).	..	..
10. English (Optional)	50 (not to be added to the other marks).	1

Note—(i) Each class period is of 45 minutes' duration.
(ii) The activities marked (*) are to be provided for outside school hours.

26. WEST BENGAL

Junior Basic Training Certificate: 1 year

	Marks		Periods per Week
	Internal	External	
A. *General Studies*:			
1. Language and Literature	50	50	..
2. Environmental and Social Studies (General Science and Civics). ..	50	50	..
B. *Education*:			
1. Principles of Education, including History of Education.	50	50	..
2. Educational Psychology and Child Study			
(a) Theory	50	50	..
(b) Practical: child study and observation.	50	..	..
3. School Organization and Administration	50	50	..
4. Methodology of the Primary School Subjects.	50	50	..
5. Health and Physical Education			
(a) Theory	50	50	..
(b) Practice	50	50	..
6. Practical Teaching	100	100	..
(a) Observation of Teaching ..	..	..	..
(b) Criticism Lesson	..	..	..
(c) Supervised Practice (at least 2 weeks)	..	..	..
C. *Crafts*:			
1. Spinning and Elementary Weaving ..	100	100	..
2. Gardening	100	..	..
3. A Subsidiary Craft: any *one* of the following :—	100	..	..
(a) Paper and Cardboard Work ..	..	..	..
(b) Bamboo Work	..	..	..
(c) Leaf Weaving	..	..	..
(d) Coir Work		..	..
D. Creative and Decorative Arts ..	50	..	..
E. *Community Life and Social Activities* ..	100	..	..
1. Organization of Community Life ..	..	..	..
2. Social service in the neighbourhood ..	..	..	..
3. Social and recreational programmes ..	..	..	..
F. *Optional Activities**			
1. Music and Dramatics	50	50	..
2. Preparation of Children's Literature ..	50	50	..

*Special credit will be given to a trainee taking up any one of these activities.

27. ASSAM

Senior Basic Training Certificate: 2 years

		Marks	Minimum Total Number of Periods
A. *Community Life Activities* :			
Community Life		100	..
Annual Report		50	..
B. *Crafts*: 1. Main Craft		100	..
Sessional Work	50	..	..
Practical test : Internal award	25		
External award	25		
2. Subsidiary Craft		100	..
Sessional Work	50	..	..
Preparation of Teaching Aids	50		
C. *Courses of Study* :			
(*i*) Community Life Activities		..	..
(*ii*) Principles of Basic Education and Educational Psychology. ..		100	200
(*iii*) Principles of Teaching Methods		100	200
(*iv*) Social Studies		100	300
(*v*) Mother Tongue		100	250
(*vi*) Mathematics and Mensuration		100	300
(*vii*) General Science		100	200
(*viii*) Craft (Theory)		100	100
(*ix*) Art		50	100
(*x*) Hindi		50	100
D. *Practical Work in Teaching* :			
(*i*) Observation of Basic Schools		..	..
(*ii*) 20 Notes of Correlated Lessons		..	—
(*iii*) Criticism Lessons		..	—
Sessional Work	50		
Internal Award	50	..	150
External Award	50		

28. PONDICHERRY STATE

PRIMARY TEACHERS' CERTIFICATE: 2 YEARS

	Marks	Periods per Week
Group A:		
1. Health and Physical Education	..	2
2. Arts and Crafts	..	8
One major craft	..	..
Two minor crafts	..	..
3. Community Training and Cultural Activities	..	..
4. Gardening and other activities	..	..
Note—These activities are assessed internally but approved by an 'ad-hoc' board which will examine the works of some pupils and interview them, if necessary.		
Group B:		
1. Psychology and Child Study	..	5
2. Principles of Education and School Administration ..	..	5
3. Tamil Language	..	5
4. Foreign Language	..	5
Note—Written terminal tests and a final examination are held in these subjects.		
Group C:		
Practical Training		
(*i*) Observation of model lessons } six weeks per year	..	..
(*ii*) Trial lessons .. } six weeks per year	..	..
(*iii*) Study of physical and social environment ..	..	
(*iv*) Educational excursions	..	..
(*v*) Social service	..	..
(*vi*) Organization of festivals, dramas and exhibitions	..	..

Note—Skill in teaching is assessed by an 'ad-hoc' Board of Examiners, which inspects some trainees and examines their notes of lessons, teaching materials, etc., the other activities will be assessed internally.

29. TRIPURA

Under-Graduate Basic Training Course

	Marks		
	Theory	Practice	Total
1. (a) Bengali	..	25	
(b) Arithmetic (Internal) ..	..	25	100
(c) Science	..	25	
(d) Social Studies	..	25	
2. Tripuri Language	..	..	..
3. (a) Principles of Education ..	75	..	100
(b) History of Education	25	..	
4. (a) Educational Psychology and Child Psychology.	75	..	100
(b) Child Study (Internal)	..	25	
5. (a) General Method 60	100	..	100
(b) School Organization and Management 40			
6. Special Method	100	..	100
7. Health and Physical Education ..	50	..	50
8. (a) Social (Adult) Education ..	25	..	50
(b) Nursery Education	25		
9. Environmental Studies and Training in Citizenship.	25	75	100
10. Art and Handwork	25	75	100
11. Agriculture and Gardening	25	75	100
12. Spinning	25	75	100
13. Crafts or Advanced Art (Optional) or Music.	25	75	100
14. Practice Teaching	..	250	250
15. Preparation of Children's Literature ..	50	..	50
16. Personality Traits	..	50	50
17. Hindi (from 1956-57)	50	..	50

30. WEST BENGAL

Senior Basic Training Certificate

	Marks
Part A : Theory :	
1. Principles and Practice of Education, including School Organization.	100
2. Educational Psychology and Child Development ..	100
3. Contents and Methods of Teaching School Subjects (Three half papers, each of 50 marks).	150
4. Current Affairs and Community Living	100
5. Health and Physical Education	50
Part B Practice :	
1. Practical Teaching	250 (internal 100; external 150).
2. Art and Handwork (including Teaching Aids)	50 (Internal only).
3. Tutorial Work	50 (internal only).
4. Health and Physical Education	50 (internal and external).
5. Psychological Testing, Construction and Application of New Type Tests and Child Study.	50 (internal and external).
6. Community Living (Rural Survey)	50 (internal and external.)
7. Personality Traits: Cumulative Record	50 (internal only)
8. *Craft:—*	
(*a*) Spinning—Theory (internal) .. 25	75
(Compulsory) Practice (internal and external): 50	
(*b*) Elective (one)—Theory (internal) 25	75
Practice (internal) 50	
	700

Note—Agriculture, Leather Work, Wood Work, Coir Work, Art, Mat Weaving, etc. may be offered as electives.

Additional Paper—

A candidate may take up an additional paper (carrying 100 marks) in anyone of the following subjects :

(*a*) History of Education in India
(*b*) Social Education
(*c*) Social Studies
(*d*) Mental and Educational Measurements
(*e*) Audio-Visual Education
(*f*) Education of Mentally Handicapped Children
(*g*) Music
(*h*) Hindi.

IV. Courses in the Theory of Education, excluding the Courses in Methodology

After giving a synoptic view of the thirty courses, a detailed examination of the syllabi may be taken up. I shall begin with a review of the Courses in the Theory of Education prescribed in the various syllabi, excluding the courses in Methodology which will be reviewed separately. The following table (Table No. 3) sets out these courses in the Theory of Education. An asterisk denotes a full paper, whereas the sign (/) denotes half a paper or some part of it.

This table (Table No. 3) sets out the general courses in education prescribed for the various examinations and excludes the courses in methods of teaching, both general and special, which are given in Table No. 4 that follows. A perusal of Table No. 3 indicates the following features:—

1. All the courses (excepting Course No. 7) include a paper on *Psychology*. The general trend is to include both *Educational Psychology* and *Child Psychology* in one paper; but there are some courses (Course Nos. 9, 20, 22 and 23) which stress Educational Psychology mainly. In others (Course Nos. 5, 10, 12, 19 and 25) Child Psychology is stressed but it is combined with some other paper in education. In Course Nos. 8, 11, 17, 18, 24 and 27 Educational Psychology is combined with some other paper. Perhaps, the best arrangement is the one which combines Child Psychology with Educational Psychology in a single paper.

2. A paper on the *Principles of Education* is included in most courses, the exceptions being course Nos. 3, 4, 14, 15 and 20. Only in course Nos. 7, 8, 16, 22 and 23 is an entire paper devoted to this subject; in others it is only half a paper and in one course (Course No. 25), it forms only one-fourth of a paper. In my opinion, a full paper should be devoted to this subject.

3. All courses but one (Course No. 27) include a study of *School Organization* and/or *School Administration*. In fifteen courses out of thirty an entire paper is devoted to the subject. In eleven out of the remaining fifteen courses, it forms half a paper along with some other subject; in two courses (Course Nos. 23 and 24), it forms one-third of a paper; and in one course (Course No. 25), it is allotted only one-fourth of a paper. The practice of allotting a full paper to this subject appears to me to be a good practice.

4. *The History of Education* figures as a distinct subject in only five courses (Course Nos. 5, 6, 16, 26, and 29) in three of which it is combined with another subject, and in two others it is allotted a whole paper (in one case, including a study of Current Problems). It is not necessary, in my opinion, to burden the course with a full-fledged paper on the History of Education, if every educational problem that is being studied is viewed by the student in its historical perspective.

5. Course No. 12 is the only course that includes a separate paper on *Modern Trends in Education*. This, too, is a course that could be dispensed with, if the other courses take care to acquaint the student with the modern trends in educational theory and practice, which is what is really expected. What could, however, be profitably included is a course in the *Problems of Primary Education in India*.

TABLE NO. 3

Courses in the Theory of Education

(Excluding the Courses in Methodology)

Courses	Educational Psychology	Child Study or Child Psychology	Principles of Education	School Administration and/or School Organisation	History of Education	Modern Trends in Education	Rural social problems	Rural Science	Principles of Community Life	Social Education	Hygiene or Health Education	Physical Education	Remarks
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Andhra*: Basic Training School [Certificate	/	/	/	/									
2. Andhra : (Telangana): Basic Training School Certificate.	/	/	/	/									
3. Andhra : Training School Leaving Certificate (Elementary Grade).	/	/		*									
4. Andhra : Training School Leaving Certificate (Secondary Grade).	/	/		*									
5. Assam : Junior Teacher Training Certificate.		/	/	*	* (Indian)				*		/		
6. Bihar : Junior and Senior Training School Certificate.	/	/	/	/	/				/				
7. Bombay : Junior and Senior Certificate of Teaching.			*	*									

8. Delhi : Junior Basic Training Certificate.	/		*	/									
9. Himachal Pradesh Basic Training School Certificate.	*		/	*							*		/
10. Jammu & Kashmir Basic Education Certificate.		/	/	*									
11. Kerala : Teacher Training Certificate.	/		/										
12. Madhya Pradesh : Diploma in Basic Education.		/	/	/		*			/				
13. Madras : Basic Training School Certificate (Junior and Senior).	/	/	/	/								* (including physical education).	
14. Madras : Training School Leaving Certificate (Elementary Grade).	/	/		*			*						
15. Madras : Training School Leaving Certificate (Secondary Grade).	/	/		*									
16. Manipur : Basic Training Certificate.	/	/	*	*	* (including Current Problems).								

TABLE NO. 3—*contd.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14
17. Mysore Teacher Training Certificate (for non-S.S.L.C's)	/	/	/	*									
18. Mysore Teacher Training Certificate.	/		/	*									
19. Orissa : Elementary Training School Certificate.		/	/	*									
20. Orissa : Junior Basic Training Certificate.	*			*									
21. Punjab : Junior Basic Teachers' Training Certificate.	/	/	/	*							* (including Recreational Activities.)		
22. Rajasthan : Senior Basic Teachers' Certificate.	*		*								/		
23. Uttar Pradesh : Junior Teachers' Certificate.	*		*	½					½		½		
24. Uttar Pradesh : Hindustani Teachers' Certificate.	/			½					½		½		
25. West Bengal : Primary Teacher Training Certificate.		/	½ (including a unit on methods).	½				*					

26. West Bengal : Junior Basic Training Certificate.	/	/	/	*	/						/	/	
27. Assam : Senior Basic Training Certificate.	/		/										A non-Examination Course in Community Life activities is also included.
28. Pondicherry Primary Teachers' Certificate.	/	/	/	/									
29. Tripura Under-Graduate Basic Training Course.	/	/	/	/	/					/	/	/	
30. West Bengal : Senior Basic Training Certificate.	/	/	/	/					*		/	/	Candidates may opt for an additional paper.

6. There are four subjects included in the table, namely, *Rural Social Problems, Rural Sciences. Principles of Community Life* and *Social Education* which contain elements that have a great deal in common, and which, to my mind, are important for Elementary school teachers, the majority of whom have to work in the rural areas. However, at the present moment, only twelve out of the thirty courses include one or the other of these four subjects. It should be possible, by studying these four courses carefully, to work out an integrated course for inclusion in the curriculum of all training schools at the Elementary level.

7. *Hygiene or Health Education* and *Physical Education* are two other subjects which occur in the table, the former in ten of the courses (Course Nos. 5. 8, 11, 13, 22, 23, 24, 26, 29 and 30) and the latter in three courses (Course Nos. 13, 25, 26, 29 and 30). Only in Course No. 13 (in which it is combined with Physical Education) is Health Education a full paper; in the remaining nine, it is part of a paper. In Course No. 25, Physical Education is a paper by itself. The importance of Health Education, including Physical Education, cannot be overstressed and it should find a proper place in the curriculum of the training school. Not that it does not figure in the curriculum in some form today. Besides the courses mentioned in this paragraph, the principles of Health. Education are, in some cases, included in the courses in Rural Social Problems, Rural Sciences, Principles of Community Life and Social Education as well as in the course in School Organization. What is important, however, is that Health Education is given a significant place in the programme of teacher education.

The main questions, therefore, that need to be answered in connection with the courses in the Theory of Education may be briefly summarised as follows:—

(a) Is it not desirable to combine Educational Psychology and Child Psychology (or Child Study)? That this is feasible has been shown by the general practice in this regard.

(b) If a course in the Principles of Education is included in the syllabus (as it is so in the case of twenty-five courses), is it not desirable to allot a full paper to it? If it is desirable, is it feasible or are there some difficulties?

(c) In view of the fact that all the syllabi except one include a course in School Organization and/or School Administration and that fifteen syllabi have a full paper devoted to it, should it be made a full paper everywhere? Or, should it be combined with a course in Hygiene or Health Education?

(d) Is it necessary to have a separate course in the History of Education or in the Modern Trends in Education? Or is it possible to deal with most educational problems that will be studied in the other courses from an historical angle and in the light of modern developments?

(e) Considering that the vast majority of elementary teachers will be required to teach in rural schools, is it not desirable to include a course in Rural Problems or Rural Sciences on the lines of some of the Courses already in use in some States? If such a course is universally offered and it would need to be carefully drafted—it should provide the necessary theoretical background for the extension work and the social service activities that form such an important part of the programme of community living in the training schools.

(f) There is a general tendency in this country to relegate Physical Education into the background. The tendency is even greater in basic institutions in which the belief prevails that craft work provides a good deal of physical exercise thus making Physical Education unnecessary. How should the training school syllabus take care of this tendency?

V. Courses in Methodology

There are such divergent practices relating to the courses in Methodology, that it became necessary to review these courses separately from the other courses in the Theory of Education.

The following table (Table No. 4) sets out the courses in Methodology prescribed for the various examinations. An asterisk (*) denotes a full paper, whereas the sign (/) denotes half a paper or a part of it.

A perusal of this table shows the variety of practices prevalent in the different States with regard to the courses in Methodology prescribed for the various examinations. The following statements summarize the position:

1. Only for sixteen examinations out of thirty is there a paper on General Methods of Teaching, and of these sixteen only four are full papers. I am one of those who believe that Methodology is best learnt in relation to a specific school subject rather than *generally*. The question, therefore, whether this paper can be dispensed with is worth considering.

2. Separate papers in the Methodology of the school subjects are prescribed for only fourteen of the thirty examinations. In twelve cases, the Methodology of the various school subjects (Rajasthan and U.P. are producing handbooks for teachers combining subject matter with methods.) is sought to be covered in the paper on Special Methods and/or General Methods of Teaching. In one case, Methodology is part of the course in Principles of Education. In my opinion, this is not a satisfactory arrangement. I would prefer the practice of arranging for separate papers for different subject matter areas as, for example, in Course Nos. 8 and 21.

3. Only three courses (Course Nos. 3, 10 and 14) have provision for separate papers or part papers on the Methodology of History, Geography and Civics as distinct subjects. Otherwise, an integrated course in Social Studies is offered. Similarly, only three courses (Course Nos. 3, 5 and 14) provide for separate papers on the Methods of Teaching Nature Study, the general practice being to offer courses in General Science.

	Methods of Teaching Nature Study	Methods of Teaching Domestic Science	Art Education	Methods of Teaching Craft	Remarks
	14	15	16	17	18
. Andhra—Basic T	..	..	..	..	The methods of teaching the school subjects excepting English, are included in special Methods.
. Andhra (Telenga ficate.	..	..	..	..	Do.
. Andhra—Trainin ficate (Elementa	ncluding ardening	..	..	..	The courses in methodology include also contents of subjects (up to the V standard)
. Andhra—Trainin ficate (Secondar	..	..	..	..	The courses in metholdology include also contents of subjects (up to the VIII standard).
. Assam—Junior ficate.	/	..	..	..	Hindi is taught as non-examination subject.
. Bihar— Teachin				culture, Craft or House-craft.	
. Bombay of Tea	..	..	1/3 paper on subject matter	* plus 1/3 paper on subject matter or spinning and weaving	The course in Craft Teaching offers the following options— Agriculture, Horticulture, Craft and House-craft.
. Himachal Certific	/ (content only)	/ (content only)	/ (Practical hand-work).	..	Methodology forms only a small unit of the course in the Principles of School Organization and Teaching.
. Jammu Certific	..	..	..	..	The course in Methodology includes the Methodology of the Primary school subjects.
. Madhy cation	..	*	*	..	
. Madras cate (Non-S	..	..	..	..	Special methods are covered in the course in Principles of Education. In addition, there are courses in (i) Tamil and (ii) French.
. Manip	..	/	/	..	
. Madras ficate	..	..	..	—	The course provides for three half papers in the contents and methods of teaching school subjects listed in the table including Hygiene.

4. It would appear from the table that only two courses (Course Nos. 6 and 10) have separate provision for a paper or a part paper in the Methodology of Domestic Science. Similarly, only three courses (Course Nos. 8, 10 and 27) provide for a paper on Art Education.

5. Only three courses (Course Nos. 23, 24 and 27) provide for a separate paper on the Methods of Teaching a craft.

6. A separate paper on the Methods of Teaching English, either on a compulsory or a voluntary basis, is provided only in seven courses. In Course No. 28 (Pondicherry) there is a course in French.

7. As regards the Methodology of Language Teaching, five courses provide for separate papers (full or part) in the Regional Language, five in the Mother Tongue, and six in Hindi. This makes a total of sixteen. A separate paper in Language Teaching should, in my opinion, be provided for in all the examinations.

The questions that need to be answered, therefore, in connection with the Courses in Methodology may be summarised as follows:—

(a) Is it necessary to have a paper on General Methods of Teaching? Or, should Methodology be taught in relation to specific subjects?

(b) Is it possible adequately to cover the Methodology of all the Elementary school subjects in a single paper on Special Methods of Teaching? Or, is it necessary to have a separate paper for the Methodology of each school subject? Or, is it possible to group the subjects in some meaningful way?

(c) Should separate courses be offered in the Methodology of History, Geography and Civics? Or, should they be integrated into a single subject—Social Studies?

(d) Should the course in Science Methodology be confined to Nature Study alone? Or, should a course in General Science be provided?

(e) Is it not desirable to offer a course in the Methods of Teaching Domestic Science for women students? This will depend upon the answer to the question: Is home-making a science or a craft? It will be seen later, in the section on crafts, that several courses have provided for Home Craft in their syllabi.

(f) If Art is to be an important Elementary school activity, should not prospective teachers be given a course in the Methodology of Art? If so, should all student teachers be trained to teach Art? What proportion of them have an adequate ability in Art to be able to communicate art skills to children? Is the generally prevailing practice of getting every teacher to teach Art a sound one?

(g) Is it enough for the training school to teach its students some craft or crafts? Is it not also necessary to train them in the Methodology of Craft? If so, is there anything like a common body of principles of craft teaching? Or, do the methods vary from craft to craft? If they do, what are the implications for teacher education?

(h) Does language teaching require a course all by itself, or does it not? If it does, should the theory of language teaching not be tested through a separate paper?

(i) What about a course in the Methods of Teaching English for teachers of Junior Basic and Middle schools?

VI. Study of Academic Subjects

An important aspect of under-graduate teacher-training in respect of which widely differing practices are noticed is the study of academic subjects. There are some syllabi in which no such study is enjoined; there are others in which subject matter and methods of teaching are combined in the same course; there are still others in which separate courses in subject matter content are prescribed.

The following table (Table No. 5) sets out the provisions made in the syllabi for the various examinations for the study of subject matter content of the different school subjects. 'S' denotes provision for study only; 'E' denotes provision for examination as well as study, S/E denotes provision for study but doubt about provision for examination; and 'T' denotes periodical testing in subject matter without provision for teaching.

A study of the provision made in the courses for the various examinations for the study of the content of the different school subjects indicates a variety of practices which may be summarised as follows:

1. Some courses make no provision at all for any special study of subject matter beyond requiring that the candidates show acquaintance with the school syllabi up to some particular level. The course of training is predominantly professional and no special subject matter syllabi are prescribed for study and no special textbooks are recommended. Examples of such courses are Course Nos. 1, 2, 3, 4, 9, 12, 13, 14 and 15. In Course No. 9, twelve marks are reserved for knowledge of subject matter.

2. In other cases, study of subject matter is made part of the course or courses in Methodology. Examples of such courses are Course Nos. 8, 11, 15, 21, 22 and 23. In some of these courses subject matter is emphasised more than in others. In Course No. 8, for example, subject matter forms one half of a paper, with the methods of teaching that subject forming the other half; and there are five such papers. The same can be said of Course No. 11. But in Course No. 22, the study of subject matter forms just one unit out of nine.

3. A third group of courses is one in which the school subjects have separate papers allotted to them distinct from the paper or papers on Methodology. Course Nos. 6, 7, 17, 19, 24, 25 and 29 belong to this group.

Cou	Craft	Classical Language	Physiology & Hygiene or Health Education	Modern Indian Language	Commerce	Remarks
	16	17	18	19	20	21
ndhra—g Scho	..	..	E*	..	..	English is optional for the Senior Grade examination and the student must be acquainted with the syllabus for Forms I to III. In the other subjects, the candidates have to know the syllabus for standard V (for the Junior Grade) and for standard VIII (for Senior Grade). Except in Regional Language, Hindustani, Art and Music, no syllabus in subject matter is prescribed. *This will be assessed internally.
ndhra Basic T Certifica	..	..	E*	..	..	Do.
ndh Scho Educat Trad	—	..	—	..	..	Punjabi are provided for in the curriculum. *Hygiene forms part of the course in General Science.
Andh Scho Educat	8	..	E*	..	..	Provision exists for Kannada as well as Malayalam. Equal marks are assigned to methods and content. *Health Education forms a part of the course in School Organization.
Delh Tra	8	..	E*	..	..	There is no indication in the syllabus of any provision for the study of subject matter in subjects other than Art and Crafts. *School Hygiene forms a part of the course in School Administration.
Ass Tra	..	..	E*	..	..	No syllabus in subject matter is prescribed except in General Language, Hindustani, Art and Music; but the trainees are expected to become familiar with the Basic school syllabus for Grades I—VIII (in English, of Forms I—III). *This will be assessed internally.
Bih Sen Tes						

Course	E	Craft	Classical Language	Physiology & Hygiene or Health Education	Modern Indian Language	Commerce	
1		16	17	18	19	20	
...ss—Training ...ool Leaving Certi- ...e (Elementary ...ade).		..	..	E*	..	..	Study o syllabu V is r forms a the cour Problem
...me—Training ...ool Leaving Certi- ...te (Secondary ...ade).		..	..	E*	..	..	Acquainta labus for expected. and mus courses b *Health forms one units in Educationa and Child
...pur—Basic Train- ...Certificate.		..	..	..	..	..	As part of methodology taught with phasis on c sought to co School syllab
		..	..	E**	..	..	*Under Regio
...ore—Teacher Train- ...Certificate (for non- ...S.L.C.'s).		E*	E	E	..	E	*Theoretical Craft teste
		E.	..	..	..	..	
...ore—Teacher Train- ...Certificate (for ...S.L.C.'s).		E	..	..	E	..	Health and Pl tion are com one course. does not list t jects included but merely s brief analysis i syllabus pr Primary Schoo
		E*	..	E	..	..	Health and Phy tion form one s includes Handw *In place of Craft date may offer Art or Music.
		E	..	E	..	..	Health and Physi tion form one su includes Handwo There is no indicati syllabus of the se jects included in half papers on th tents and meth Teaching School su

23. Uttar P. ...

4. There is one course (Course No. 5) in which the syllabi in subject matter are prescribed; but they are not given any significant place in the scheme of examinations.

A matter for serious consideration is whether or not a study of the contents of the school subjects should not form an important part of the course of teacher-training at the under-graduate level. In my opinion, it should, particularly in those courses to which non-Matriculates are eligible for admission. The minimum standard of achievement to be aimed at in the courses open to non-Matriculates should be the Matriculation standard. In the courses open only to Matriculates, an attempt should be made to achieve the Intermediate standard.

If a study of academic subjects is included in the curriculum, the point that needs to be considered is the weightage that should be given to this part of the course, both in terms of the amount of time spent on such study and the place given to it in the scheme of examination.

It would be interesting to compare notes as to which procedure is more effective: (i) combining subject matter with Methodology in a single course or (ii) providing distinct courses in the school subjects. The experience of teacher-educators who have been working with these two different types of courses would be very useful in this regard.

VII. Study of Crafts

As a vast majority of training schools have been converted into Basic institutions, crafts form an important part of the curriculum of teacher-education in these institutions. However, there is scope for introducing some measure of uniformity with regard to the number of crafts (main and subsidiary) that a student-teacher is required to learn. It is also necessary to come to some definite understanding as to the distinction that should be made between crafts (properly so called), hobbies and productive activities. This section reviews the existing position with regard to craft work in the training schools.

The following table (Table No. 6) gives a list of the crafts, both main and subsidiary, that are offered in the various courses of teacher-training. The main crafts are marked (M) and the subsidiary (S). In cases where no distinction is made between main and subsidiary crafts, an asterisk (*) is used. Other symbols, wherever used, are explained in the 'Remarks' column. Besides the crafts listed in the table, several others are enumerated in the 'Remarks' column.

As will be seen from the table, there is a variety of practices in respect of the provision for craftwork in various States. These practices may be summarised as follows:—

1. With regard to the number of crafts prescribed, the most common practice is to prescribe one main craft and one subsidiary or auxiliary craft. In eight courses (Course Nos. 1, 2, 5, 6, 11, 21, 27 and 30) this is the case.

In three courses (Course Nos. 8, 16 and 23) two crafts are prescribed without any distinction between main and subsidiary crafts.

Mat Weaving	Needle Work	Fibre and Grass Work	Basketry	Soap Making	Home Craft	Remarks
13	14	15	16	17	18	19
S	S	S	S	S	..	Gardening and Agriculture form one craft. Cardboard Work and elements of Metal Work along with Wood Work form another craft. One main craft and one subsidiary craft have to be offered. Spinning and elementary Gardening are compulsory.
S	S	S	S	S	M	Gardening and Agriculture form one craft. Cardboard Work and elements of Metal Work along with Wood Work form another craft. One main craft and one subsidiary craft have to be offered. Spinning and elementary Gardening are compulsory. Home Craft includes needle-work and embroidery.
*	*	*	*	*	..	*Gardening forms a part of the course in Nature Study. This is both a theoretical and
						Gardening and Agriculture form one craft. Besides those listed in the table, Bamboo Work, Toy Making, and Art are included among the optional crafts.
	S	S	S	S	(Kitchen Work) M	Agriculture or Elementary Gardening together with Kitchen Work forms one compulsory craft. Cotton Craft is the second compulsory craft. Of the subsidiary crafts one or more having local utility may be taken up. In addition to those listed in the table, Oil Pressing, 'Gur' Making and Pisciculture are mentioned in the syllabus.
	*	*	*	*	..	*Gardening forms a part of the course in Nature Study. This is both a theoretical and practical course. Under Group B (Practical Course) courses in Handicrafts Pre-Vocational Subjects have been provided together with Drawing and Music. In the detailed Scheme of Work 17 handicrafts and 25 Pre-Vocational subjects have been listd which need not be enumerated here. One or two crafts may be offered; but one pre-vocational activity is compulsory.

	Needle Work 14	Fibre and Glass Work 15	Basketry 16	Soap Making 17	Home Craft 18	Remarks 19
15. Madra Leavi dary	*	*	*	*	..	*Same as above with this difference that Gardening here forms a part of the course in General Science.
16. Manip Cer if	..	..	..	..	..	Two crafts are compulsory.
17. Mysor Certifi (a) Be	..	..	..	..	M S	Three crafts have to be selected. In the Basic Course, one is main and two auxiliary or subsidiary. In the General Course any three of the status of auxiliary crafts have to be selected but only two need be offered for the examination. Agriculture and Kitchen Gardening form one craft. So do Home Science and Needlework and Woodwork and Cardbord Work. In addition to those listed in the table, Drawing and Painting and Music may also be offered in the General Course. Domestic Science is a main craft for Women's Training Schools.
(b) Ge	..	..	..	..	S	Handwork.
18. Mysore tifi (a)	..	..	..	..	..	Two main crafts have to be offered and one subsidiary. In addition to the two subsidiary crafts listed in this table, Bamboo Work and Coir Work are also included in the syllabus.
(i	..	..	(Cane and Bamboo Work) S	..	..	Besides the crafts listed in the table, sericulture and pisciculture are also listed in the syllabus. One main and one subsidiary crafts are required.
19. O	..	..	..	..	..	One major and two minor crafts have to be offered. The syllabus does not contain a list of the crafts that may be offered.
20.	..	..	(Cane and Bamboo Work) S	..	..	In addition to Agriculture (and Gardening) and Spinning which are compulsory, a candidate has to offer either an Optional Craft or Advanced Art or Music.
22	..	..	..	..	..	Art may also be offerred as an elective or subsidiary craft.
est raini	(Coir Work) S					

Five courses (Course Nos. 7, 17(a), 18(a), 22 and 28) prescribe one main and two subsidiary crafts.

In Course No. 9, there are two main and two subsidiary crafts.

In Course No. 12, there are three main and three subsidiary crafts, which is the highest number required in any course.

In Course Nos. 13 and 29, two main and one or more subsidiary crafts are indicated.

In Course Nos. 17(b) and 18(b), three crafts, all having a subsidiary status, are prescribed.

In Course No. 24, only one craft is prescribed.

In Course No. 26, two main crafts and one subsidiary craft are required.

In six cases (Course Nos. 3, 4, 10, 14, 15 and 20), there is no clear prescription of the number of crafts and so, too, no indication of the number of main and subsidiary crafts. In Course Nos. 3, 4, 14 and 15, the scheme of work lists 17 handicrafts and 25 pre-vocational courses, some of which overlap greatly.

In two cases (Course Nos. 19 and 25), there is no special provision for crafts, although a little work in gardening and some handwork is required.

2. With regard to the kinds of crafts, there is a great variety of them that is provided for. In all the courses taken together, nearly forty crafts are enumerated. The ones that are most common, however, are spinning, weaving, gardening, agriculture, paper work, cardboard work (including book binding), wood work (including toy-making), and homecraft. After these come clay-modelling, leather work, metal work, tailoring, needle work and work in a variety of local materials such as fibre, grass, leaves, bamboo, cane, willow, raffia and coir. Basket-making and mat weaving are included in this category. Some courses provide for activities like bee-keeping, poultry farming, pisciculture and dairy farming. Instances of activities that are provided for only in a few courses are: sericulture, dyeing and printing, soap making, papier machie, masonry, foundry, bead and wire work, oil pressing, 'gur' making, and making of pickles, chutneys, *murabbas*, etc.

3. It may be noted that some of these crafts (whether prescribed as main crafts or as subsidiary crafts) are prescribed separately as well as in combinations. Some common combinations are: spinning and weaving; gardening and agriculture; horticulture and agriculture; paper work and carboard work; cardboard work and wood work; tailoring (or sewing) and needle work; basketry and cane and raffia work; bamboo and cane work. In a few cases too, paper work cardboard work and wood work are all combined to form one course.

4. Some of the questions that need to be asked and answered in connection with courses in crafts in training schools may now be posed:

(a) What is the right number of crafts that a student-teacher may be expected to learn effectively in the course of his training? This would depend, partly, on the duration of

the course—whether it is a one-year course or a two-year course, and also whether it is a residential course. I am of the opinion that not more than two crafts should be prescribed in any case—one main and one subsidiary—understanding a craft to mean a productive and creative activity requiring skill which comes from manual training. This does not necessarily rule out the possibility of some gifted student-teachers being permitted to try their hands at more than two crafts.

(b) A consideration of the first question involves a consideration of another question: Are all the activities enumerated above crafts in the sense of 'creative' skills? Can oil-pressing, 'gur' making, soap making, the making of pickles, etc. be called crafts? What are the educational potentialities of these activities? Can gardening, bee-keeping, sericulture, pisciculture and poultry farming be said to be 'creative' activities in the same sense as wood work, metal work, leather work or ceramics? I find it difficult to answer these questions in the affirmative. If I were asked to make a choice of craft activities for our training schools or for our Basic schools, I would vote for those activities that provide adequate scope for creative activity and for self-expression. This does not mean, however, that productive activities like vegetable gardening, horticulture, agriculture and dairy farming that have good educational potentialities should be left out of the school curriculum because they are not creative activities. They may be provided a place—rather, in rural schools particularly, such activities should be included in the curriculum; but this should not be done at the expense of the handicrafts that provide opportunities for creative work and for self-expression. As regadrs activities like soap making, 'gur' making or the making of pickles, these should be treated purely as commercial activities, since they do not belong even to the category of hobbies such as flower gardening or bee-keeping.

(c) A third question that needs to be asked in connection with craft teaching is about the relative stress that should be laid on theory and practice. In some of the courses, the syllabi prescribed for craft work are very scanty, whereas in others they are much more exhaustive and detailed. I prefer the latter not only because they provide the students as well as the teachers of the course a pretty good idea of the scope and the possibilities of the craft being learnt but also because they help to give the students a sound theoretical background of the relevant craft. However, having a good syllabus is one thing and ensuring that the students have acquired the necessary knowledge is another. In some courses, there is no regular provision for testing the student's acquisition of the theory of the crafts he is learning. It is not necessary that there should be an external written examination; it would suffice to arrange for periodical internal tests.

VIII. Work in Practising Schools

Another respect in which wide differences exist in the programme of teacher education at the undergraduate level is the provision for practical teaching work.

The following table (Table No. 7) sets out the provisions in the various courses relating to the work of student-teachers in practising schools. Where details of any particular practice which has been prescribed have not been given in the syllabus, an asterisk (*) only is used.

The following observations can be made on the basis of this table:—

1. There is great variation in the details given in the various syllabi regarding the schemes of practical teaching work adopted in the different states. At one extreme are Course Nos. 10, 11, 29 and 30 which make no reference at all to any scheme for practical teaching to be adopted in the training schools. Only slightly better is Course No. 23 which says that 60 practice lessons and one final examination lesson are required. At the other end are Course Nos. 1, 2, 13, 17 and 18 which give details of the practical work required of the candidates.

2. In a majority of the syllabi a distinction is made between the observation of classroom teaching and of special demonstration lessons given by the staff of the training school, both of which are provided for. Not many syllabi, however, give the minimum number of lessons of each category to be observed by the student teachers. I am of the opinion, that it would be helpful to indicate the minimum number required in each case: this would help to maintain some uniformity of practice in this regard in the different training schools within a particular state.

3. There is a significant difference in the minimum and the maximum number of observations of classroom lessons prescribed in different states (not considering the states that have not prescribed any school observation). Whereas ten is the minimum, forty is the maximum number to be observed in a year.

4. Four courses (Course Nos. 1, 2, 13 and 28) require a short period of apprentice teaching under the supervision of a class teacher of the practising school before independent teaching is attempted. This is a useful practice, in my view.

5. There is a great divergence in the number of practice lessons required to be given in a year by a student-teacher. At one end is Course No. 9 which requires only three lessons to be given; at the other end is Course No. 8 which prescribes 50 lessons. If the lessons are carefully prepared and adequately supervised, 30 lessons in a year (particularly in a two-year course) should, in my opinion, be a good target to aim at. There is no reason why every student-teacher should be required to give the same number of lessons, irrespective of his teaching ability. It might be a good practice to prescribe a lower minimum, but require those who need more practice to give more lessons until they attain a certain required standard.

	·tice in ·ational ·urements	Attendance to Daily School Duties	Study of School Set-up	Reports on School Visits	Remarks
	9	10	11	12	13
1. Andhra Certific		*	*	*	This programme has been outlined in detail in the syllabus.
2. Andhra Trann		*	*	*	This programme has been outlined in detail in the syllabus. (This is a one-year course).
3. Andh: Teach. mente	..	...	..	*	The training school is expected to arrange for 112 demonstration and observation lessons in 2 years. Details of the [illegible] made on visits [illegible] year course).
12					
11	..	..	..	*	The syllabus contains three appendices giving details of registers of (i) demonstration lesson; (ii) teaching practice and (iii) other practicals including preparation of teaching aids by each pupil-teacher to be maintained by the training school.
[	..	..	..	*	The training school is exp[illegible] to arrange for 11 demonstra[illegible] and observation lessons [illegible] years. Details of the repo[illegible] to be made on visits of observa[illegible] tion to schools are given in th[illegible] syllabus. Syllabus also contains [illegible] appendices giving details of registers of (i) demonstration lessons, (ii) practice, and (iii) other practical work including preparation of teaching aids by each pupil-teacher to be maintained by the training school.
				*	Do.
4. Mad Lea (Se					

ration o ing Aid t 8	Attendance to Daily School Duties 10	Study of School Set-up 11	Reports on School Visits 12	Remarks 13
1 Ma ipu. Jer al	..	..	..	The statement on practical work is very brief. (This is a one-year course).
17. Mysore- year) Certific	..	..	..	There is a practical examination at the end of the course.
1. Bas				
2. Ge year)	..	..	..	
18. Mysc Cert	..	..	..	One final examination lesson has to be given out of three to be prepared. (This is a one-year course).
West each	..	..	..	
est ain	..	..	..	100 marks out of 200 for practical teaching are reserved for an external examination. (This is a one-year course).
sam rtil	..	..	..	Criticism lessons are to be arranged at the end of practice teaching every day.
ondi eac	..	..	..	An attempt is made to grade the practical training, beginning with observation, then going on to assist the class teacher in small ways (such as the writing of the B.B. summary) and then going on to teach the class.
Trip Bas	..	..	..	No details are given in the syllabus.
Wes Tra	..	..	..	No details are given in the syllabus.

6. In only 12 courses out of the 30 studied is there a specific provision for criticism or discussion lessons. It is a useful practice to require every student-teacher to give a certain number of criticism lessons which are discussed by other student-teachers. Obviously, this number cannot be large, as it would be difficult to find enough time for so many discussions. The number would depend largely on the size of the training class.

7. In five courses (Course Nos. 7, 3, 17, 18 and 21) there is a specific reference to 'continuous' teaching. This is in addition to individual lessons and is intended to give the student-teacher an opportunity to take charge of a class for some continuous, albeit limited, length of time. This is a practice to be recommended to all states.

In five other courses (Course Nos. 1, 2, 13, 21 and 28) the number of practice lessons to be given is not prescribed; instead, the length of time to be spent on practice teaching is laid down. The idea that practice teaching "should be assigned for whole days at a time and not on the basis of periods" is worth serious consideration.

In one course (Course No. 9), every student is required to submit a booklet containing notes and illustrations for one week's correlated teaching. This is obviously of a week's continuous teaching and seems to be based on the principle, "Something is better than nothing."

8. In nine syllabi, there is a specific reference to the preparation of teaching aids, and in four of these the number of aids to be prepared in a year (ranging from 2 to 5) is indicated. Presumably, these are aids that are expected to be more elaborate than those used in actual practice teaching, and to be more carefully prepared with a view to providing training in this respect.

9. Only three courses (Course Nos. 1, 2 and 30) refer specifically to practical work in educational measurements which is a very important aspect of the teacher's work. From a perusal of the thirty syllabi it would appear that this aspect is generally given scant attention. In Course Nos. 1 and 2, the following provision is made:—

Measurement of intelligence and assessment of achievements:

(i) Preparation of a few diagnostic tests of skill, knowledge, habits and attitudes; administration of the same and study of the results.
(ii) Achievement tests: Preparation and administration.
(iii) Classification or grouping of pupils for different purposes on the basis of tests.

Course No. 30 includes "psychological testing, and construction and application of new type tests" as part of the practical training of the teacher.

This kind of provision is recommended for every course in teacher education.

10. Course Nos. 1 and 2 are again to be noted for the explicit provision made therein for attendance by student-teachers for a definite period to the day-to-day working of the school, including such activities as supervision of games and other co-curricular programmes, the maintenance of school records, the conduct of the

school assembly and responsibility for the sanitary arrangements. In Course No. 20, too, there is provision for student-teachers to participate in regular school duties including caring for children and preparing their meals. Perhaps, in other courses too, such responsibilities are assigned to student-teachers; but it is helpful, I think, to specify them as an important part of the practical training of teachers. The same may be said about a study by the student-teacher of the set-up of his practising school which, again, has been specifically provided for in the syllabi for Course Nos. 1 and 2.

11. Eight syllabi include visits to schools (other than the student-teacher's practising school) as an aspect of the course of practical training, and some of these require the student-teacher to prepare a report or a 'paper' on each school visit. School visits, if the schools are properly selected and the visits are carefully planned in the sense that the student-teachers are prepared for what they are going to see, can be extremely helpful in introducing prospective teachers to progressive practices in school organization and classroom teaching and, therefore, should be invariably included in the programme of practical training.

In Course Nos. 3, 4, 14 and 15, the following suggestions are given for preparing reports of school visits:—

"Such reports may be conveniently arranged under the following headings:—

(1) The building and its accessories, e.g., playground and latrines, site, plan, accommodation, number and size of classrooms, ventilation and lighting.

(2) Furniture and apparatus, including library and museum and play apparatus.

(3) Curriculum and time-table.

(4) Organization—
Staff and distribution of work.
Average attendance.

(5) Discipline—How far the children are obedient and attentive.

(6) Teaching—Notes on any lessons attended with reference to the methods employed and the aim and results of the lesson.

(7) Extra-curricular activities and any other distinctive feature of the school."

12. Fourteen courses provide specifically for a final examination lesson (in one case, two lessons). Except for 5 syllabi, which are silent on this point, the rest have no system of external evaluation of practice teaching. Except for the solitary argument that a final examination helps in maintaining a uniform standard of assessment, the value of a final examination in practice teaching is dubious. If the emphasis is all on the sessional practical work, it tends to be taken much more seriously by student-teachers. Moreover, a final examination lesson tends to become a specially prepared lesson with elaborate teaching aids which are not and cannot be prepared under the ordinary conditions of school teaching. It is recommended that this practice of an external final examination be

dropped and if it is necessary to maintain some uniformity of standards among a number of training schools, this can be done through a co-ordinating Board of Supervisors (or Heads of Training Schools). Course No. 28 provides for an *ad hoc* Board for approving of the internal assessment after inspecting *some* trainees and examining their notes of lessons, teaching materials, etc.

13. An interesting feature of the course leading to the Elementary Training School Certificate (Course No. 19) is what is called "Practical Preparation for the Future." It consists in the preparation of a number of school materials which will be of practical help to the student-teacher in his future work. The following suggestions have been listed under this head:—

(a) Questions in varied forms, suitably graded for use throughout the year, in mental arithmetic for the different classes.

(b) Lists of subjects suitable for written composition in the different classes.

(c) A specimen of what a lower Primary and an upper Primary course in drawing should look like.

(d) A series of plans drawn to scale (this will, of course, be based on the surroundings of the training school and will have to be adapted to each village school).

(e) A simple scheme for teaching, reading and writing in the infant class.

(f) A list of simple topics for oral composition in the lower classes.

(g) A list of suitable stories to tell.

(h) Model time-tables for various combinations of classes.

(i) Lists of objects for a course in handwork.

14. An interesting feature of the syllabus of the Junior Basic Teachers' Training Course in the Punjab (Course No. 21) is what constitutes Part IV of the course—"Sessional Work Connected with Important Practical Aspects of the Training"—for which 100 marks have been allotted. The following are included under this head:—

1. *Field exploration and collection of field data*:

(a) *Natural Environment*—(20 Marks)

(i) Collection of plants, insects, stones, etc. for the school museum and their labelling. (Schools should get illustrated books about Indian plants, insects, birds, animals, etc.).

(ii) Census of trees of various kinds in the neighbourhood. (Illustrated charts to be made by children).

(iii) Simple surveying and map-making of the neighbourhood, indicating various features on the map, e.g., various crops, trees, wells, canals, houses and roads.

(b) *Social Environment*

(iv) Census of village trades and occupations; *kucha* and *pucca* houses, people, also blind, lame, or sick persons; cattle, bullock-carts, tongas, bicycles, (Making of Illustrated charts by the children).

(v) Visits to local temples, tanks, ruins, old trees. (Drawing of these places to be made, measurements taken, local folk-lore collected and diarised by the children).

2. *Use of reference books*—(20 Marks).

(i) To identify plants, insects, birds and to collect information about particular specimens.

(ii) To prepare interesting lessons about given topics and show pictures from the books.

3. *Collection of pictures and diagrams*—(10 marks).

Collecting pictures and diagrams from magazines and advertisements and preparation of talks.

Collections to be made under some main heads e.g., Science, Nature Study, Astronomy, Geography, History, etc., with name and date of trainee. A classified collection should also be built up by the institution.

4. *Improvising inexpensive equipment*—(15 Marks).

e.g. scales for weighing (At least three models should be prepared).

5. *Making a private collection of teaching aids*—(15 Marks).

Insects, shells, fossils, plants, stones, pictures (of scientific, industrial, historic, geographical and nature-study interest). These will be the property of the trainee.

These are activities that may profitably be included in their courses by other states as well.

15. Five syllabi (Course Nos. 3, 4, 13, 14 and 15) contain useful appendices giving details of registers of (i) demonstration lessons; (ii) teaching practice; and (iii) other practical work (including the preparation of teaching aids made by each pupil-teacher) to be maintained by the training school. These registers can help greatly in achieving some uniformity of assessment as well as in keeping an up-to-date record of the practical work done by the trainees. However, before other states think of adopting this practice, if they don't have it already, these record forms will have to be improved wherever necessary. I find, for example, that no mention has been made in the Teaching Practice Record Form of the methods of recapitulation, application or testing used in a lesson.

16. An interesting observation has been made in the syllabus for Course No. 10—the Elementary Training School Certificate Course of Orissa. The syllabus underlines the need for providing student-teachers sufficient practice in preparing "brief, practical notes of preparation as can reasonably be expected from a teacher working full time with two classes". This is, of course, in addition to the writing of detailed notes of lessons, which is a "necessary" part of teacher-training.

17. As all training schools will soon be converted into Basic training schools, I think it is necessary to include in the syllabus a statement on correlated teaching which is both realistic and commendable. Some of the syllabi make references to correlated lessons, bilateral lessons and multi-lateral lessons. The exact implications of these terms might be usefully explained.

18. Only a few syllabi make a reference to multiple-class teaching. For a long time to come, Primary teachers in a majority of our schools will have to be engaged in teaching two or more grades of pupils at a time; and so it is essential that their practical training includes the handling of such classes. Perhaps, in most training schools such training is provided; but it is not clear from the syllabi of most states whether this is actually being done.

19. Course No. 1 gives details of the kinds of observation of children that a student-teacher is required to make as part of his work in the practising school. The following are the requirements:—

"1. Observation of four or five selected children under various situations (at home, in the classroom, in the playground, in the company of friends and relatives) and recording the details of their progress during the course of two years:—

(a) Physical conditions: periodical weighing and measurement.

(b) Study of behaviour at play, at work, at class, with friends, with relatives, with strangers, with teachers, a study of motives—a biographical study.

(c) Capacity to learn, educational progress in class.

(d) Environment—home, friends, community and other influences.

Visits to homes of the children and talks with parents regarding the progress of their children; study and use of official records like admission register, record sheets, cumulative records, progress reports, etc., in understanding the background of the children.

2. Observation of a class or group of children to note their reaction to environment and different types of activities; a record of their progress.

3. Observation of defective and backward children; record of special talents and interests, if any.

4. Observation of individual differences of pupils of any one class, classifying them and recording what causes these differences.

5. Selection of children who shirk work or do not concentrate; a study of their interests".

The value of such observations cannot be underestimated, provided they are made under proper guidance and in relation to the theoretical course in Child Study.

IX. Community Living

One of the strong points in the system of teacher education at the under-graduate level is the emphasis on community living. This has been made possible by the fact that the vast majority of training

institutions at this level are residential institutions. It is generally in the courses of study prescribed for student-teachers who are day scholars that no provision for community living is made in the syllabi. It is clear that the syllabus of the Hindustani Talimi Sangh has been responsible for the emphasis on community living in undergraduate teacher training institutions.

The syllabus of Course No. 7 sets out the objectives of the training in health and community living as follows:—

> "Community living means much more than mere organization of extra-curricular activities. It indicates that the whole institution—students and staff—teaching and non-teaching—form a community working to achieve definite goals .....Training in community living should try to develop among trainees feelings of brotherhood, cooperation, self-help, service to community and a spirit of toleration and goodwill. Through social and cultural activities and educational tours, the training will foster an understanding of the cultural heritage of the nation and its industrial and economic potentiality. Through manual labour programmes, it will bring the trainees in close contact with villages and their problems of reconstruction in respect of education, sanitation, etc. and the part the school community has to play in this field. The student community will live and board together. The daily routine in respect of *safai*—individual and community—kitchen duties, management of the mess, and selection and preparation of menu for the mess will play a vital part in healthy living. To meet any emergency, the training will include also first aid and ambulance work, and a knowledge of simple remedies for common ailments. To derive the full benefit of community living, it is essential that the college should have a decent and commodious hostel, and residence in it should be compulsory".

Similarly, in the syllabus of Course No. 11, the scope and significance of an organized community life in a training school have been delineated as follows:—

> "The community life of a training school differs greatly from the mere residential provision offered by other types of educational institutions to their students. Community life is a great educational asset as it gives scope for self-expression in different forms, helps the unfoldment of hitherto unknown qualities of the candidates, helps to brush aside personal angularities and teaches the great lesson of live and let live through cooperative and democratic life.
>
> 'The first task of the training school is to make the student understand the fundamental principles and social objectives of our national system of education and then organise community life of the school on the basis of these principles as a democratic society based on cooperative productive work.

"The trainees should understand clearly the social objectives of our national system of education, and the ideal of citizenship inherent in it. It should be made clear to the trainees that the organization of community life is in accordance with theory and practice of a scientific system of education".

Among the 30 courses studied, only 7 courses (Course Nos. 3, 4, 10, 14, 15, 21 and 25) have no provision for community life activities.

Course No. 19 provides for 50 marks to be assigned to Community Life, but no syllabus has been outlined for this.

Course Nos. 3 and 14 provide for a study of Rural and Social Problems. But this is largely a theoretical study.

Course Nos. 4 and 15 provide for extra-curricular activities, but no details of these activities are given in these syllabi.

Course No. 10 is altogether silent on this matter.

Course No. 21 has a paper on Health Education and Recreational Activities which is largely a theoretical course.

Course No. 25 provides for practical work in Rural Sciences, which includes the growing of flower and vegetable gardens, an intensive study of a village or a ward of a village, and some form of practical village service. As will be seen presently, this is much less than what is provided in the other courses on community life.

The general pattern of the provision for community living in the various courses is about the same, with minor differences here and there. An illustration of the provision in one of these courses should give an idea of the kinds of activities that are included in this programme. The following activities have been provided in Course No. 6:—

1. Community prayer.
2. 'Safai' or cleanliness in the training school, in the hostel and in the village.
3. Observance of good health and hygienic practices.
4. Kitchen work.
5. Repair of buildings.
6. Observance of festivals and anniversaries.
7. Self-government.
8. Extension service, including social education activities.
9. Cultural and recreational activities.
10. Excursions and picnics.

In this connection, it is interesting to note the programme of extension work suggested in the syllabus of Course No. 11:

"The community of the school, in cooperation with active villagers or the officers of the *Village Panchayat* and those of the National Extension Service Blocks should chalk out a definite programme to be followed to achieve its objective of social service. This should be carried further year by year.

The following may be the fields of work:

1. Village survey.
2. Economic self-sufficiency programme.
3. Organization of health squads.
4. Management of fairs, festivals and celebrations.
5. Rendering useful service through first aid.
6. Organizing useful assistance at the time of census, elections, fairs and festivals.
7. Organizing 'safai' programme in localities, specially for cleaning of the drains, drinking water, wells, etc. (with a view to general cleanliness and health).
8. Conducting social education classes.
9. Disseminating useful information on current problems.
10. Helping to organize relief services to counteract some perilous occurrences like earthquakes, epidemics, floods, etc.
11. Cultural programmes for the village.
12. Removal of social tensions".

Course No. 23 also has an elaborate statement on extension or community work.

In most of the syllabi that have recommended organised community living, there is also a recommendation for some form of student government. In the syllabus of Course No. 11, the following organization has been suggested:—

"(a) Organization of parliament, principles and practice of parliamentary procedure, meetings, departments of community life, the election of ministers and explaining to them their responsibilities to the community.

(b) Cabinet Ministers—duties and responsibilities—tenure of office.

(c) Distribution of work in the community.

(d) Discipline in community life. The Court of Justice".

The parliamentary form of student government is the one most commonly followed today both in training schools and in Basic schools throughout the country.

Some courses (for example, Course, Nos. 6, 22 and 23) also provide for a theoretical course in community organization and community life. This is a useful practice inasmuch as it provides the necessary theoretical background for the various activities included in the programme.

In some courses (e.g. Course Nos. 1, 2, 6 and 13), provision is made under cultural and recreational activities for music, dance, dramatics and art, including decoration.

Quite a few of the courses which provide for community living make provision for a special camp (lasting in most cases for a week but extending in others to three or four weeks) for intensive work in the villages.

There are a few points that need to be borne in mind in providing for effective and educative community life experiences in a training school. Firstly, the entire year's programme needs to be carefully planned out in advance, so that the main events in the year's calendar are known to everyone. This point has been emphasized in some of the syllabi. Secondly, there should be sufficient variety in the programme to cater to the special needs, interests and capacities of every student-teacher. Thirdly, an attempt should be made to link these activities to their geographical, literary or scientific background, so that students can appreciate their significance. And finally, the execution of the programme, specially in respect of the activities that are called 'daily routine activities' such as community prayer, cleanliness and kitchen work, should be so effected that these activities do not become burdensome, monotonous or depressing.

X. Schemes of Assessment

To the extent that the organization of courses varies from one syllabus to another, to that extent the various schemes of assessment also differ one from another.

The following table summarizes the arrangements proposed in each syllabus for assessing the achievement of student-teachers. In some syllabi there is no reference to any scheme of assessment; and so no information has been supplied in the table in respect of those syllabi.

TABLE NO. 8

Schemes of Assessment

Serial No.	Course	Scheme of Assessment	
1	Andhra Basic Training School Certificate.	(i) For Theory Papers	160 marks (internal) 240 marks (external)
		(ii) Sessional Practical Work ..	No marks awarded; internal assessment based on records to decide whether work has been satisfactory.
2	Andhra (Telangana)—Basic Training School Certificate.	The same as above.	
3	Andhra—Training School Leaving Certificate (Elementary Grade).	(i) Six Theory Papers	600 marks
		(ii) Sessional Practical Work ..	No marks awarded; internal assessment based on records to decide whether the work has been satisfactory.

TABLE NO. 8—*contd.*

Serial No.	Course	Scheme of Assessment
4	Andhra—Training School Leaving Certificate (Secondary Grade).	The same as above.
5	Assam—Junior Teacher Training School Certificate.	(*i*) Seven theory papers .. .. 700 marks (external) (*ii*) Community Life Activities (including an annual report) 100 marks (internal) (*iii*) Crafts (Practicals) Main .. 100 marks (internal and (external) Subsidiary .. .. .. 100 marks (internal) (*iv*) Art .. .. .. 50 marks (*v*) Practical Work in Teaching .. 150 marks (50 internal, 50 external, 50 sessional work) NOTE—(*i*) The external examination is to be conducted by a Board of three Examiners; (*ii*) 25% objective type questions are to be set.
6	Bihar—Junior and Senior Training School Certificate.	(*i*) Four Theory Papers (including one on Methodology) .. 400 marks (*ii*) Academic Subjects (3 Papers) .. 300 marks (*iii*) Craft work .. .. .. 300 marks (*iv*) Skill in Teaching .. .. 200 marks (*v*) Community Life .. .. 100 marks (*vi*) Physical Education .. .. 50 marks (*vii*) Art and Music .. .. 50 marks NOTE—(*a*) "There will be a combined system of assessment and standardised external examination of theoretical subjects, the ratio of marks assigned to each being 50 : 50". (*b*) "Co-curricular and community activities as well as craft and practical teaching will be evaluated entirely by the teaching staff of the training schools concerned."
7	Bombay—Junior and Senior Certificate in Teaching.	(*i*) Three Theory Papers .. .. 150 marks (*ii*) Academic Subjects (Six Papers) 300 marks (*iii*) Craftwork—Year's Work .. 150 marks Written Paper .. .. 100 marks Practical Examination .. .. 50 marks (*iv*) Skill in Teaching— Year's Work .. .. 100 marks Final Lesson .. .. 50 marks (*v*) For Community Living .. 100 marks

TABLE NO. 8—*contd.*

Serial No.	Course	Scheme of Assessment
8	Delhi—Junior Basic Training Certificate.	(i) Eight Theory Papers .. .. 400 marks (external) 400 marks (internal) (ii) Skill in Teaching .. .. 100 marks (external) 100 marks (internal) (iii) Crafts .. .. .. 50 marks (external) 50 marks (internal) (iv) Community Work .. .. 200 marks (internal)
9	Himachal Pradesh—Basic Training School Certificate.	(i) Six Theory Papers .. .. 550 marks (external) (ii) Practicals .. .. .. 600 marks (a) Skill in Teaching .. .. 200 marks (100 internal, 100 external) (b) Community Work .. 50 marks (internal) (c) Spinning .. .. .. 75 marks (50 internal) (d) Kitchen Gardening .. 75 marks (50 internal) (e) Subsidiary Crafts (2) .. 75 marks (50 internal) (f) Drawing and Sketching .. 50 marks (25 internal) (g) Physical Education .. 75 marks (external)
10	Jammu & Kashmir—Basic Education Certificate	(i) Ten Theory Papers—100 marks each (20 for year's work). (ii) Art, Crafts and Physical Education—150 marks each (25 for year's work, 75 for practicals and 50 for theory).

TABLE NO. 8—*contd.*

Serial No.	Course	Scheme of Assessment	
11	Kerala—Teacher Training Certificate.	(*i*) Two Theory Papers	200 marks (external)
		(*ii*) Five papers in Methods and Subject Matter.	500 marks (250 for methods and 250 for subject matter).
		(*iii*) Skill in Teaching	100 marks (internal)
		(*iv*) Art and Crafts	100 marks (internal)
12	Madhya Pradesh—Diploma in Basic Education.	(*i*) Four Theory Papers	300 marks (external)
			100 marks (internal)
		(*ii*) Skill in Teaching	50 marks (internal)
			50 marks (external)
		(*iii*) Crafts	150 marks (internal)
		(*iv*) Community Life	150 marks (internal)
13	Madras—Basic Training School Certificate (Junior and Senior).	(*i*) Four Theory Papers	400 marks (internal, but papers are set by State Board)
		(*ii*) Health, Hygiene and Physical Education.	100 marks (internal)
		(*iii*) Crafts	100 marks (internal)
		(*iv*) Community Training and Cultural Activities.	100 marks (internal)
		(*v*) Skill in Teaching	100 marks (internal)
14	Madras—Training School Leaving Certificate (Elementary Grade).	(*i*) Six Theory Papers	600 marks
		(*ii*) No marks for Sessional Practical Work which is to be assessed internally and of which records are to be maintained.	

TABLE NO. 8—*contd.*

Serial No.	Course	Scheme of Assessment
15	Madras—Training School Leaving Certificate (Secondary Grade).	The same as above.
16	Manipur—Junior Basic Training Certificate.	The syllabus contains some confusing statements regarding the internal tests and the external examination. What is clear is that the "final assessment of teaching shall be conducted by the staff of the institution for the present."
17	Mysore—Teacher Training Certificate (for non-S.S.L.C's).	(*i*) For Community Living .. 100 marks (*ii*) For three Theory Papers .. 300 marks (*iii*) For Skill in Teaching .. 100 marks (internal); 50 marks (final examination). (*iv*) For Craftwork— Classwork .. .. .. 150 marks Theory Paper .. .. 50 marks Practical Examination .. 100 marks NOTE—This is a suggested, not finalized, scheme. (*v*) For Academic Subjects— I year .. 300 marks } Public Examination. II year .. 150 marks } (*vi*) Drawing, Music, Physical Education. Non-examination subjects.
18	Mysore—Teacher Training Certificate (for S.S.L.C's).	The same as above, except for (*v*) which carries only 50 marks for Hindi or English or Kannada or Mother Tongue.
19	Orissa—Elementary Training School Certificate.	(*i*) Methods of Teaching (2 papers) 200 marks (*ii*) Language (2 papers) .. .. 200 marks Elementary Mathematics (1 paper) 100 marks History, Geography, Hygiene, Nature Study, Drawing, Handwork (6 papers). 300 marks (*iii*) Skill in Teaching .. .. 200 marks (*iv*) Practical Preparation for the Future. 50 marks (*v*) Gardening and Physical Education. 50 marks (*vi*) 'Safai' and Community Life .. 100 marks

TABLE NO. 8—*contd.*

Serial No.	Course	Scheme of Assessment	
20	Orissa—Junior Basic Training Certificate.	(*i*) Five Theory Papers	100 marks each
		Two Theory Papers. (Mathematics and Hindi) ..	50 marks each
		(*ii*) Practical Work—	
		Clean and Healthy Living ..	100 marks
		Self Reliance	100 marks
		Productive Basic Craft ..	100 marks
		Citizenship	100 marks
		Recreational and Cultural Activities.	100 marks
		School Observation and Practice	100 marks
21	Punjab—Junior Basic Teachers' Training Certificate.	(*i*) Eight Theory Papers ..	400 marks (external)
	NOTE—4 papers are in Methodology, which also includes Subject Matter.		
		(*ii*) Skill in Teaching	50 marks (internal) 200 marks (external)
		(*iii*) Crafts	100 marks (internal) 150 marks (external)
		(*iv*) Sessional Practical Work ..	100 marks (internal)
22	Rajasthan—Senior Basic Teachers' Certificate.	(*i*) Four Theory Papers	100 marks (internal) 200 marks (external)
		(*ii*) Skill in Teaching	100 marks (internal) 100 marks (final external examination).
		(*iii*) Craftwork	150 marks (internal)
		Art	50 marks (internal)
		(*iv*) Community Work	100 marks (internal)
		(*v*) Physical Education, First Aid and Scouting.	100 marks (internal)

TABLE NO. 8—*contd.*

Serial No.	Course	Scheme of Assessment
23	Uttar Pradesh—Junior Teachers' Certificate.	(*i*) Six Theory Papers .. .. 600 marks (external)
		(*ii*) Skill in Teaching .. .. 200 marks (external)
		(*iii*) Community Work .. .. 100 marks (external)
		(*iv*) Craftwork—
		Sessions work .. .. 30 marks (internal)
		Practical Test .. .. 70 marks (external)
24	Uttar Pradesh—Hindustani Teachers' Certificate.	The same as above.
25	West Bengal—Primary Teachers' Training Certificate.	(*i*) Four Theory Papers .. .. 400 marks
		(*ii*) Elementary Mathematics .. 100 marks
		(*iii*) Rural Sciences—
		Written Paper .. .. 50 marks
		Practical Work .. .. 50 marks
		(*iv*) Drawing, Globe and Relief Work and Handwork. 100 marks
		(*v*) P.T. and Games—
		Personal Merit .. .. 25 marks
		Teaching Merit .. .. 25 marks
		NOTE—There is no statement in the syllabus to indicate which of these items are internally assessed.
		(*vi*) Skill in Teaching .. .. 100 marks (40 for sessional work and 60 for final lessons)

TABLE NO. 8—*contd.*

Serial No.	Course	Scheme of Assessment	
26	West Bengal—Junior Basic Training Certificate.	(*i*) Academic Subject	100 marks (internal)
			100 marks (external)
		(*ii*) Five Theory Papers	250 marks (internal)
			250 marks (external)
		(*iii*) Practical Child Study ..	50 marks (internal)
		(*iv*) Health and Physical Education (Practical).	50 marks (internal)
			50 marks (external)
		(*v*) Skill in Teaching	100 marks (internal)
			100 marks (external)
		(*vi*) Craftwork	300 marks (internal)
			100 marks (external)
		Creative and Decorative Arts ..	50 marks (internal)
		(*vii*) Community Life and Social Activities.	100 marks (internal)
		(*viii*) Optional Activities ..	100 marks (internal)
		(Music and Dramatics; Preparation of Children's Literature).	100 marks (external)

TABLE NO. 8—*contd.*

Serial No.	Course	Scheme of Assessment
27	Assam—Senior Basic Training Certificate.	(*i*) Community Life Activities— Community Life .. .. 100 marks Annual Report .. .. 50 marks (*ii*) Crafts— Main Craft .. .. .. 100 marks (Sessional Work: 50, Practical Test: 50—internal 25 and external 25). Subsidiary Craft .. .. 100 marks (Sessional Work—50, Preparation of Teaching Aids—50). (*iii*) Seven Theory Papers .. 100 marks each Two Theory Papers (Art and Hindi). 50 marks each. (*iv*) Practical Work in Teaching .. 150 marks (Sessional Work—50; Internal award—25; External award—25).
28	Pondicherry —Primary Teachers' Certificate.	The syllabus gives no indication of the way the marks are distributed over the various parts of the course.
29	Tripura—Under-graduate Basic Training Certificate.	(*i*) Practical Work— (in Bengali, Arithmetic, Science and Social Studies). 100 marks (internal) (*ii*) Practice Teaching .. .. 250 marks (*iii*) Four Theory (Professional) papers— 100 marks each NOTE—In one of these papers, Child Study is allotted 25 marks for internal assessment). Four Theory Papers— (Health and Physical Education, Nursery and Adult Education, Preparation of Children's Literature, and Hindi). 50 marks each (*iv*) Environmental Studies, Art and Handwork, Agriculture and Gardening, Spinning, Crafts or Advance Art or Music — 100 marks each (25 for theory and 75 for practice). (*v*) Personality Traits .. .. 50 marks

TABLE NO. 8—*contd.*

Serial No.	Course	Scheme of Assessment	
30	West Bengal—Senior Basic Training Certificate.	(*i*) Three Theory Papers ..	100 marks each
		Contents and Methods of Teaching School Subjects (3 half Papers)	150 marks
		Health and Physical Education	50 marks
		(*ii*) Practice Teaching	250 marks (internal 100 external 150)
		Art and Hand work	50 marks (internal)
		Tutorial Work	50 marks (internal)
		Health and Physical Education ..	50 marks (internal and external).
		Testing and Child Study ..	50 marks (internal and external).
		Personality Traits	50 marks (internal)
		Community Living	50 marks (internal and external).
		(*iii*) Crafts—	
		Spinning	75 marks (Theory, internal—25; Practice, internal and external 50)
		Elective Craft	75 marks (Theory, internal—25; Practice, internal—50).

The following salient features regarding assessment can be discerned from the above table, considering the schemes that have been outlined and omitting Course No. 16 which gives little or no information on the subject.

1. Several courses combine internal assessment with an external examination, but the general tendency is to assess the practical work internally and to require an external examination in theory.

A question to be considered is whether it is not desirable also to assess achievement in theory through internal tests. If it is thought that the time is not yet ripe for a full internal assessment of theoretical studies, it should be possible at least to set apart a certain percentage of marks for internal evaluation as has been done in Course Nos. 8, 12, 22 and 26. In this connection, it may be noted that in Course No. 13, the question papers in theory are set by the State Board but they are examined by the members of the staffs of the respective institutions.

2. A few courses (Course Nos. 6, 7, 17, 18, 19, 25 and 26) prescribe an external examination in the academic subjects (that is, subject matter content). Is that necessary? Cannot achievement in this area be assessed better by the teachers teaching the various subjects? Does not an external examination circumscribe the teaching and affect its quality?

3. In a few courses (Course Nos. 1, 2, 3, 14 and 15), no marks are awarded for sessional practical work; but records of the student's work are maintained which show whether he is making satisfactory progress. In these courses, marks are awarded only for theoretical studies. The question to be considered is whether assessment on a point scale cannot be generally substituted for marks, at least as far as internal assessment is concerned.

4. With regard to the assessment of Skill in Teaching, there are two practices, either it is assessed wholly internally, or internal assessment is supplemented by a final examination. Is a final, external examination in teaching necessary? Does it give a correct idea of a student's capacity to teach without the special preparation that goes into a final lesson?

5. With regard to craft work, the normal practice is to assess it internally, but some courses (Course Nos. 7, 8, 17, 18, 21, 23, 24, 26, 27 and 30) also have an external test. A few courses also have an external examination in the Theory of Craft.

6. There is little or no reference in the syllabi to the nature of the tests and examinations to be used in the assessment of achievement, be it internal or external. Only one syllabus (Course No. 5) refers to the use of 25 per cent objective type tests in the external examination for that course. The different methods of assessment and types of tests that may be used in the evaluation of the work of student-teachers seem to need greater attention than they have hitherto received.

7. The use of cumulative record cards has been mentioned in some of the syllabi; but it is difficult to say how general this practice is. The syllabus for Course No. 6 gives the Cumulative Record Form,

to be used in the training schools in Bihar. It is reproduced here for the benefit of the reader:—

1. Name and address.
2. Father's name.
3. Date of birth.
4. Height.
5. Weight.
6. Chest Measurement.
7. Date of joining the training centre.
8. Date of completion of training.
9. Percentage of attendance.
10. Division and position secured by the trainees.
11. A brief note regarding the trainee:
    - (a) *Personality*:—
      - (i) Initiative.
      - (ii) Integrity.
      - (iii) Perseverance.
      - (iv) Emotional control.
      - (v) Aesthetic sense.
    - (b) Management.
    - (c) Cooperation.
    - (d) *Professional spirit*:—
      - (i) Sense of responsibility.
      - (ii) Orderliness in work.
      - (iii) Punctuality.
    - (e) *Mental attitude*:—
      - (i) Attitude towards discipline.
      - (ii) Interest in self-study.
      - (iii) Interest in experiments.
      - (iv) Liberal views.
      - (v) Open-mindedness.
    - (f) Knowledge of subjects and special aptitude for subject or subjects.

    Names of subjects arranged in order of preferences.
    - (g) Skill in organizing units of work:—
      - (i) Selecting and providing materials.
      - (ii) Using local materials and opportunities.
      - (iii) Providing opportunities to children to work with interest.
      - (iv) Inclination to take benefit from conferences, discussions, projects, etc.
    - (h) *Interest in community service*:
      - (i) Nature of work done.
      - (ii) Time spent (in hours).
    - (i) *Interest in Craft work*:—
      - (i) Attainment of standard in work.
      - (ii) Estimated value of production.
      - (iii) Net profit.
    - (j) Understanding special qualities of children in practising schools.

Signature of the class teacher.	Signature of the craft teacher.	Signature of the head of the institution.

Revision of Syllabi

As this study has revealed, some syllabi are more complete than others, while a few are very inadequate. There is need for re-writing many of the syllabi in view of their incompleteness and inadequacy. In such re-writing, the following points which need to be incorporated in the syllabi may be borne in mind:—

1. The duration of the course, and the dates of the different terms.
2. The minimum qualifications required for admission, and a statement whether they are relaxable in certain cases.
3. The method of selection of candidates for admission to the course from among the applicants.
4. The aims and objectives of the course as a whole as well as of its various parts, care being taken to see that both general and specific objectives are clearly stated.
5. The contents of the course, under various heads:
   (i) The papers in the theory of education.
   (ii) The papers in the methodology of the school subjects.
   (iii) The study of the content of the school subjects, if prescribed.
   (iv) The courses in crafts, hobbies and commercial activities, making a distinction between main crafts and subsidiary crafts.
   (v) Other prescribed courses of study, if any, such as Rural Social Sciences, Principles of Community Living, etc.
   (vi) The work prescribed to be done in the practising schools, giving details of each type of work.
   (vii) Other items of practical work required, such as community living, physical education, etc.
6. The weightage given to the various items in the syllabus in terms of the number of weekly periods (giving their duration) or the number of hours per week required to be given to each.
7. The scheme of evaluation, indicating (i) the courses of study or practical work which will be assessed internally; (ii) those which will be assessed externally; (iii) those that will be assessed both internally and externally; and (iv) those that are non-examination courses.
8. The marks assigned to the various courses.
9. Some indication of the methods and techniques of teacher education that might be recommended to the staffs of training schools.
10. Some useful appendices such as a cumulative record form, a form for the observation of lessons, the outlines of a village survey, etc.

ANNEXURE III

Short Training or Orientation Courses for Untrained Primary Teachers

During the first Five-Year Plan, the Government of India sponsored a scheme of relief to educated unemployed. This scheme provided for the appointment of about 80,000 additional teachers during a period of about three years. At that time, it was naturally felt that such large numbers of trained teachers might not be available for appointment within such a short period and that the appointment of untrained teachers in considerable numbers would be inescapable. In the circumstances, it was considered necessary to give these untrained teachers a course of short orientation training before posting them to schools.

2. To help the State Governments in organising such short training courses, the Ministry of Education brought out a publication entitled "Syllabus for Emergency Teacher Training under the Five-year Plan" (Publication No. 182) and circulated it to the State Governments for information and such action as they might deem fit.

3. During the second Five Year Plan also, a similar scheme entitled "Relief to Educated Unemployed and Expansion of Primary Education" was worked out. This scheme provided for the appointment of 60,000 additional teachers during the Plan period. In connection with this scheme also, the question of giving short orientation training to the untrained teachers who might be appointed arose and it had to be considered again. When the scheme was communicated to the State Governments, their attention was, therefore, specifically drawn to the syllabus mentioned above and suggestions for its improvement were invited.

4. In February 1959, another reference in this connection was made to the State Governments to collect information about their actual experiences in organising these short training courses. In particular, information about the experiences of the State Governments was sought on the following aspects of such training:

(i) Duration of the course in the respective States.

(ii) Whether this short training was serving any useful purpose?

(iii) Whether the State Government should suggest any change in its duration?

(iv) What was the average cost per trainee for this course?

(v) How is the training organised in different States—whether it is held in existing training institutions in vacations or in any other manner?

(vi) Specific difficulties experienced in organising these courses, if any.

(vii) What were the State Governments' views about organising similar training for the untrained teachers that may have to be appointed during the third Five-Year Plan?

5. A study of the replies to this communication received from the State Governments show the following:—

(i) The States of Orissa, Andhra Pradesh and Bihar had not organised the short training course prior to 1959. As such, they had no experience of organising it.

(ii) The States of Uttar Pradesh, Punjab and Kerala also had not organised this short training course. In Kerala and Punjab, there was no need for such a measure because an adequate number of trained Primary teachers was available.

(iii) The views and experiences of the Governments of Bombay, Madras, Rajasthan, Madhya Pradesh and Jammu and Kashmir which had experience of organising the course were available in some detail.

6. The views mentioned above in para 4 on the different aspects of this training are summarised below:—

(A) *Duration of the course in the respective States*

Bombay—Two months divided into four phases of a fortnight each. The trainees first worked in a training college for a fortnight and then were attached to schools for the next fortnight. The same programme was repeated during the second month.

Madras—Four weeks.

Rajasthan—Four to six weeks.

Madhya Pradesh—Six weeks.

Jammu and Kashmir—Six weeks.

(B) *Whether this short training was serving any useful purpose or whether the State Governments suggested any change in its duration?*

Bombay—The training is very useful since it gives the trainees some idea of the work to be done in schools. No change in the duration of the course is suggested.

Madras—Useful for untrained teachers. No change in duration suggested.

Rajasthan—Useful. Duration of the course may be increased to eight weeks.

Madhya Pradesh—Useful. The duration may be increased to 12 weeks, the first week for the trainees to adjust themselves; 10 weeks for intensive training and 1 week for holidays.

Jammu and Kashmir—Useful.

(C) *What has been roughly the average cost per trainee for this course?*

Bombay—Rs. 20 per trainee per course plus pay and allowances of the teacher trainees.

Madras—Rs. 30 per trainee.

Madhya Pradesh—Rs. 40 per trainee.

Jammu and Kashmir—Rs. 40 per trainee.

(D) *How is the training organised in different States—whether it is held in existing training institutions in vacations or in any other manner?*

Bombay—Organised in existing training institutions.

Madras—Organised in the existing training institutions during summer vacation.

Rajasthan—Organised in specially run short-term training camps.

Madhya Pradesh— In existing institutions and partly during vacations, although a part of the course coincides with the regular classes.

Jammu and Kashmir—Held in schools other than training schools under the supervision of teachers of training schools.

(E) *Specific difficulties which are being experienced in these matters.*

Bombay—No difficulty experienced.

Madras—During vacations, all the schools in the surrounding areas are closed. Hence it is not possible to arrange practice teaching for the trainees.

Rajasthan—No special difficulty was experienced. But it was felt that 4 to 6 weeks' training could not afford opportunities for practice teaching. Accordingly, it has been suggested to increase the duration to 8 weeks out of which 4 weeks are to be devoted to theory and four weeks to actual teaching.

Madhya Pradesh—The difficulties experienced were:

(i) Residential accommodation for the trainees.

(ii) The period of vacation being one month only, it is not possible to complete the short training within the period of the vacation.

(iii) It involves additional work to the staff of the existing institutions who are already over-worked.

Jammu and Kashmir—No specific difficulties experienced.

(F) *What were the State Governments' views about organising similar training for the untrained teachers that may have to be appointed during the third Five-Year Plan?*

Bombay—The training should be organised for all untrained teachers to be appointed in future.

Madras—No need to organise such courses in the Madras State because adequate facilities for regular training to meet the additional requirement of the third Plan are available.

Madhya Pradesh—It is proposed to arrange 8 weeks' short-term training courses for 50 per cent of additional teachers by curtailing the duration of regular courses from the existing 11 months to 10 months and organising the short training within the vacation.

Jammu and Kashmir—It will be useful to continue this short training course during the third Five-Year Plan as well.

7. In order to give effect to the scheme of free and compulsory Primary education, it will be necessary to appoint a large number—3 to 4 lakhs of additional teachers during the third Five-Year Plan. Steps are, no doubt, being taken to increase the normal teacher training facilities to meet the additional demand of teachers. But even so, the output in every State may not be enough to meet the additional requirement of teachers. It may, therefore, be necessary in many States to appoint a large number of untrained teachers in the first instance. It cannot obviously be desirable to post such inexperienced teachers to schools without giving them at least some idea about the important aspects of the duties that they will be expected to perform. Such orientation to the fresh men may be given through these short training courses. In the circumstances, it may be necessary in many States to organise such courses during the third Five-Year Plan.

ANNEXURE IV(a)

MINISTRY OF EDUCATION

NEW DELHI

Questionnaire regarding Institutions for the Training of Primary Teachers

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1. Name of the Institution

2. Address

3. Year of establishment

4. (*a*) Is it located in rural, sub-urban or urban area?
   (*b*) Population of the place of location

5. The strength of trainees in — 1957-58 — 1958-59
   (*a*) No. of Units/Divisions in the institution
   (*b*) Enrolment of each Unit/Division
   (*c*) Total number of trainees that can be accommodated at present.
   (*d*) Number of trainees actually on roll
   (*e*) Reasons for shortfall or excess of (*d*) over (*c*)

6. Analysis of the trainees

	1957-58			1958-59		
	Men	Women	Total	Men	Women	Total
(*a*) According to qualifications						
(*i*) Less than Middle passed						
(*ii*) Middle passed & above but not Matriculates						
(*iii*) Matriculates and above						
TOTAL						
(*b*) According to length of service						
(*i*) Service of 5 years or more						
(*ii*) Service between 3 and 5 years						
(*iii*) Service less than 3 years						
(*iv*) Freshmen (No experience)						
TOTAL						
(*c*) According to age						
(*i*) Above 35						
(*ii*) Between 25 & 35						
(*iii*) Between 25 & 20						
(*iv*) Below 20						
TOTAL						

7. Duration of the course

8. Results of the institution for the final examination during the last two years

	No. on Rolls	No. Appeared	No. Passed	Pass Percentage
1957-58				
1958-59				
TOTAL ..				

9. *Sanctioned Staff*—Please supply data regarding the sanctioned staff of the institute in 1958-59 in the following form:

Serial No.	Designation of the post	Qualifications required	Scale of Pay	Allowances, if any

(Data regarding all staff—teaching and non-teaching—should be given, including class IV).

10. *Actual Teaching Staff*—Please supply data regarding teaching staff actually employed in 1958-59 in the following form—

Serial No.	Name and designation	Qualifications	Present pay	Present allowances, if any
1	2	3	4	5

Previous experience in Inspecting line	Previous experience in Secondary School	Previous experience in a Primary School	Total service in years in Training Institutions
6	7	8	9

11. *Expenditure*—Please give an idea of the total expenditure of the institution in the following form for the latest year available, preferably 1958-59.

	Expenditure Rs.
(1) Salaries & allowances of staff—teaching and non-teaching	
(2) Building—Rent, Repairs and Taxes	
(3) Library	
(4) Laboratory	
(5) Students' Hostel	
(a) Rent, Repairs and Taxes for Buildings	
(b) Servants	
(c) Other expenses (mention details)	
TOTAL	
(6) Stipends or allowances to teachers in service deputed for training (Describe the nature and amount of the stipends or allowances awarded)	
(7) Stipends or allowances to trainees who have come in as freshmen (Describe the nature of stipends or allowances given)	
(8) All other Expenditure	
TOTAL	

12. *Sources of Revenue*—Please state the sources (such as government grant, fees, contributions from management in case of private institutions, etc.) from which the expenditure given above in question No. 11 was met.

Source	Amount
Government Grants	
Fees	
Contributions of management	
Other sources (mention details)	
TOTAL	

13. *Buildings*

(a) Has the institution a building of its own?

(b) If it has no building of its own, what are the existing arrangements for the building?

(c) Please state the accommodation available for the institution (No. of rooms, size of rooms and total floor area available).

(d) What facilities exist for Library, Craft rooms and Laboratories?

(e) Are sanitary arrangements made for students? If so, what is their nature and number?

14. *Campus*

(a) What is the total area of the campus?

(b) How is the campus utilized at present?

(c) What is the area of the playing fields?

15. *Craft*

(a) What crafts are taught?

(b) What are the existing arrangements for teaching these crafts?

(c) Have you enough facilities in respect of equipment, accommodation, raw materials, etc., for teaching these crafts?

(d) What reforms are needed?

(e) Minimum standards prescribed in craft work.

(f) Extent of success obtained in (e) above. Causes of failure, if any, and suggested reforms.

16. *Arrangements for Practice Teaching*

(a) Has the institution a practising school of its own?

(b) If not, what facilities are available to the institution for the purpose?

(c) Is the practising school a Basic school?

(d) How many classes and how many teachers are there in the practising school?

(e) How many lessons do the pupil-teachers give and how are they supervised?

17. *Hostel*

(a) Has the institution a hostel for its students?

(b) Is it owned or rented?

(c) What is the average area available per student?

(d) What is the rent recovered from the hostellers?

(e) What additions or changes are needed in the hostel?

18. *Staff Quarters*

Please state the extent of provision for staff quarters made so far.

19. What additions do you think will be necessary in your institution to make it satisfactory? Please give details of the approximate cost involved—recurring and non-recurring.

ANNEXURE IV(b)

Primary Teachers in India

(Selection, Training and Conditions of Service)
Synopsis of the Proposed Study

1. *Minimum Qualifications Prescribed for Primary Teachers:*

   (a) Existing minimum qualifications for Primary teachers.

   (b) Practical difficulties experienced in enforcing these qualifications.

   (c) Cases where persons with higher qualifications are available.

   (d) Cases where existing rules have to be relaxed along with reasons therefor.

   (e) Present trends for raising and lowering these qualifications with reasons therefor.

   (f) Does the State accept the target of prescribing Matriculation plus two years' training as the minimum qualification?

   (g) When is this target likely to be reached? What are the difficulties involved? What measures can be adopted to overcome them?

   (h) Has a phased programme been prepared for realising this target? If so, give details.

2. *Recruitment:*

   (a) Existing agencies and procedures for recruiting Primary teachers.

   (b) Advantages and defects of existing arrangements for the recruitment of Primary teachers; scope, if any, for malpractices like favouritism, nepotism, corruption, etc.; nature of reforms needed.

   (c) To what extent do the existing procedures contribute in attracting the right type of persons to the profession? What changes are needed with a view to selecting a better type of person?

(d) What difficulties are experienced in recruiting teachers for (i) rural areas; (ii) forest areas; or (iii) any other special regions? How can they be overcome?

(e) What difficulties are experienced in recruiting (i) Woman teachers or (ii) teachers for tribal people? How can they be overcome?

3. *Remuneration*:

(a) Existing scales of pay and allowances: proposals made or under consideration for the improvement of salaries and allowances of teachers.

(b) Nature of old-age provision made at present: changes proposed or under consideration, if any.

4. *Service Conditions*:

(a) Rights and privileges of teachers regarding leave.

(b) Transfers and postings: how controlled. Problems met and solutions proposed.

(c) Existing arrangements to watch over the work of teachers: difficulties met and improvements suggested.

(d) Existing procedure regarding grant of promotions and award of punishments; difficulties experienced in working: improvements suggested.

(e) Higher promotions open to teachers: Nature and extent: How promotions are given at present, difficulties experienced and improvements suggested.

(f) Teachers' status in society: special measures adopted to raise it.

(g) Teachers' organisations: nature of organisation and activities.

5. *Selection for Training*:

(a) How are fresh men selected for training?

(b) How are untrained teachers selected for training? In both (a) and (b) discuss existing agencies and procedures for selection: their advantages and disadvantages: reforms contemplated or disirable.

(c) In certain parts of India e.g., Madras, a stage has been reached wherein almost every one gets training at his cost and so many trained teachers are available that the State does not recruit an untrained teacher. Does the State accept these conditions as a target to be reached? If so, is any phased programme drawn up for the purpose? What difficulties would arise and how can they be overcome?

(d) Is there any special examination for admission to training institutions? If so, give details.

6. *Duration of the Training Course*:

(a) Present position.

(b) Changes contemplated or desirable.

(c) How and in what time would the duration of the training course be raised to two years for Matriculates and three years at least for the Middle-passed?

7. *Syllabus*:

(a) Obtain a copy of the syllabus and send it.

(b) Carefully study and analyse the syllabus and offer your comments thereon.

(c) Obtain from the training colleges a tentative distribution of time allotted to the study of each subject in the syllabus.

(d) Problems regarding syllabus and tentative solutions.

8. *Methods of Teaching*:

Visit some training institutions and give a brief report on the methods of teaching employed and the reforms needed therein. Extra-curricular activities, extension work (if any), craft-teaching to be specially studied.

9. *Examinations*:

(a) Existing system of examinations (theoretical and practical): defects and suggested reforms.

(b) Give results for two or three years: study failures—extent and causes.

10. *Levels of Training*:

(a) Existing position in relation to different levels of training.

(b) Is any difference made between the training of Matriculates and Middle-passed teachers (or teachers with other higher or lower qualifications)? What differences are desirable?

(c) What problems arise when a common course is given to different levels of trainees?

11. *Existing Institutions*:

(a) Give statistics of existing institutions and collect data regarding each one of them in the form enclosed [Reproduced in Annexure IV(i)].

(b) From a study of the data so collected, study problem such as—

(i) size of the institution;

(ii) location—urban and rural;

(iii) nature of facilities provided; campus; buildings; hostel; staff quarters; library; laboratory etc.

(iv) proposals of reforms under consideration;

(v) pattern of staffing; qualifications of staff; pay and allowances; special training, if any, for work in the training institutions; difficulties experienced in obtaining staff—proposals for reforms.

(vi) Cost; costing pattern; total cost per trainee and its analysis; defects discovered and suggestions for reforms;

(vii) reforms needed.

12. *Study of Wastage*:

Compare—

(a) Accommodation provided.

(b) Enrolment.

(c) Number appeared for examination.

(d) Number passed.

—and study the problem of wastage. Analyse causes and suggest remedies.

13. *Evaluation of Training*:

Define objectives of training and evaluate the present practices of training by trying to ascertain how far they have been able to achieve these objectives.

14. *Basic and Non-Basic Institutions*:

(a) Difference noticed between a Basic and non-Basic institution.

(b) Difficulties in the conversion of institutions to Basic pattern: how can they be overcome.

15. *Short-term Training*:

Types of short-term and orientation training: describe in detail, analyse defects and suggest reforms.

16. *In-service Training and Refreshing*:

Methods of in-service training and refreshing adopted: extent of provisions: difficulties experienced and reforms suggested.

17. *Inspection and Supervision*:

(a) Arrangements made to inspect training institutions: difficulties met and reforms suggested.

(b) The role of the Inspector with reference to the in-service training and refreshing of teachers and generally in improving the quality of teachers' work.

(c) Extension services organised, if any. Problem met and reforms suggested.

18. *Proposals for Expansion and Improvement*:

(a) Needed provision of teacher-training institutions. Proposals of expansion—establishment of new institutions or the expansion of old ones—under consideration or suggested.

(b) Programme of qualitative reforms.

(c) Outline of phased programmes for the next 15—20 years.

(d) Detailed proposals for the Third Plan: estimates of cost.

ANNEXURE V

THE MADRAS TEACHERS' CONTRIBUTORY PROVIDENT FUND—INSURANCE—PENSION RULES, 1958

I—GENERAL

1. (i) These rules may be called the Madras Teachers' Contributory Provident Fund—Insurance—Pension Rules, 1958.

(ii) They shall be deemed to have come into force on the 1st April 1955:

Provided that in respect of items (1) to (w) in category II and all the items in categories III and IV of Rule 2 below, the payment of pension shall commence only from 1st April 1958 without claim for any arrears prior to 1st April 1958.

(iii) The Madras Teachers' Contributory Provident Fund—Insurance—Pension Rules, 1955, shall be deemed to have ceased to be in operation with effect on and from the 1st April 1958.

2. These rules shall apply to the following cases of teachers employed in recognised Elementary schools, Secondary schools including Post-Basic schools and Training and Special schools (Nursery, Montessori, Kindergarten and Pre-Basic schools), Oriental schools and schools for handicapped children and Anglo-Indian schools, run by Aided Managements, Municipal Councils, District Boards and Panchayats.

Category I—Elementary Schools

(a) Lower Elementary Grade.

(b) Higher Elementary Grade (including Junior Basic Trained).

(c) Secondary Grade (including Senior Basic Trained).

(d) Collegiate Grade.

(e) Pre-vocational Instructors.

(f) Pandits (appointed in the place of Secondary Grade teachers in complete Higher Elementary schools).

(g) Music teachers.

(h) Supervisors of Elementary schools.

Category II—Secondary Schools including Post-Basic Schools

(a) Elementary and Secondary Grade.

(b) Pandits (appointed before 1926 and who do not hold Oriental Titles).

(c) Second Grade Pandits.

(d) Oriental Title-holders (pandits who are placed in Grade II only).

(e) Hindi Pan lits (Second Grade).

(f) Physical Training Instructors (Second Grade).

(g) Drawing Masters.

(h) Manual Training Instructors and Assistant Manual Training Instructors.

(i) Craft Instructors.

(j) Music Teachers—Grades I and II.

(k) Sewing and Needlework Mistresses.

(l) Teachers in Drawing and Painting under bifurcated courses eligible for the scale of pay applicable to Secondary Grade Teachers.

(m) Headmasters and L.T. Assistants.

(n) Grade I Pandits.

(p) Physical Directors and Physical Training Instructors (Grade I).

(q) Secretarial Assistants.

(r) Commercial Instructors.

(s) Engineering Instructors and Assistant Instructors.

(t) Agricultural Instructors.

(u) Domestic Science Assistants (bifurcated courses).

(v) Teachers in Music and Drawing (bifurcated courses)

(w) Teachers in Drawing and Painting under bifurcated courses possessing the qualification prescribed for those who will be eligible for the L.T. Assistant's scale of pay.

Category III—Training and Special Schools

(a) Headmasters and L.T. Assistants.

(b) Grade I Pandits.

(c) Physical Training Instructors—Grade I.

(d) Secondary Grade Teachers.

(e) Grade II Pandits.

(f) Physical Training Instructors—Grade II.

(g) Drawing Masters.

(h) Music Teachers.

(i) Manual Training Instructors and Craft Instructors.

(j) Sewing and Needlework Mistresses.

(k) Elementary Grade Teachers.

Category IV—Anglo-Indian Schools

(a) Headmasters and B.T. Grade Assistants.

(b) High Grade Trained.

(c) Middle Grade Trained

(d) Language Pandits.

(e) Specialist Teachers.

(f) Primary Grade Trained.

Note 1—Trained teachers who have been exempted from the operation of Teachers' Provident Fund Rules and who subscribe to private funds of the institutions accepted by the Director of Public Instruction will also be eligible for pension subject to other conditions being satisfied.

Note 2—The term 'Trained teacher' wherever it occurs in the rules shall include a language Pandit, a Specialist teacher such as Physical Training Instructor, Craft Instructor, Music Instructor, teacher employed under the bifurcated courses of studies, Pre-vocational Instructor in Higher Elementary schools, who possess the qualifications prescribed for such appointments in the Madras Educational Rules or rules relating to Elementary schools or in the code of Regulations for Anglo-Indian schools as the case may be and a teacher who has been permanently exempted by the competent authority from the possession of the prescribed qualifications.

II—CONTRIBUTORY PROVIDENT FUND

3. The Provident Fund instituted by the government for the benefit of teachers in non-pensionable service and the provident funds instituted by District Boards and Municipal Councils will continue to be maintained according to the rules in force, immediately before the date of coming into force of these rules.

Note—(i) Teachers who were in service on 1st April 1955 or 1st April 1958 or who entered service after 1st April 1958 as the case may be, shall be required to contribute to the Teachers' Provident Fund from 1st April 1955 or 1st April 1958 or from the date of their appointment as the case may be if they have not already been contributing to the fund.

Note—(ii) Failure to contribute to the Teachers' Provident Fund shall entail forfeiture of consideration of the service put in during the period for which contribution was not made to the fund, for the purpose of pension.

III—INSURANCE

4. Every teacher shall, within one complete year from the date on which he completes five years of service, insure his life for a policy maturing at the age of 55 years, with the Postal Life Insurance or with the Life Insurance Corporation for the minimum amount as specified in the following table and keep the policy alive and unencumbered:

TABLE

Serial No.	Description	Those who have not completed the age of 30 years	Those who have completed the age of 30 years, but not 35 years	Those who have completed the age of 35 years but not 40 years
1	(2)	(3)	(4)	(5)
		Rs.	Rs.	Rs.
1	Lower and Higher Elementary Grade teachers, Pre-vocational instructors, Music teachers, Pandits in aided and local body Elementary schools and Assistant Manual Training instructors in aided and local body Secondary schools.	500	400	300
2	Secondary Grade (including Senior Basic Trained) teachers and supervisors of Elementary schools in Elementary schools, Secondary Grade Teachers, Grade II Pandits, Physical Training Instructors, Grade II Drawing Masters, Manual Training Instructors, Craft Instructors, Music teachers, Sewing and Needlework Mistresses in aided and local body Secondary schools and in training and special schools, teachers in Painting and Drawing under bifurcated courses eligible for the scale of pay applicable to Secondary Grade teachers and specialist teachers and Primary Trained teachers in Anglo-Indian schools.	1,000	800	600
3	Headmasters and L.T. Assistants, Grade I Pandits, Physical Directors and Physical Training Instructors (Grade I), Secretarial Assistants, Commercial Instructors, Engineering Instructors and Asstt. Instructors, Agriculture Instructors, Domestic Science Assistants (bifurcated courses), teachers in Music and Drawing (bifurcated courses) and teachers in Drawing and Painting, under bifurcated courses possessing the qualifications prescribed for those who will be eligible for the L.T. Assistants' scale of pay in Secondary schools; Headmasters and L.T. Assistants, Grade I Pandits and Physical Training Instructors Grade I in training and special schools and Headmasters and B.T. Grade Assistants, High Grade Trained, Middle Grade Trained and Language Pandits in Anglo-Indian Schools.	2,000	1,600	1,200

Provided that in the case of teachers of Elementary schools (including supervisors of Elementary schools) and teachers coming under items (a) to (k) of category II in rule 2, a teacher who has already completed five years of service on the 1st April 1955 shall insure his life within a period of two years from the 1st April 1955 and in the case of teachers coming under items (l) to (w) in that category and teachers in training and special schools and in Anglo-Indian schools in categories III and IV in rule 2, a teacher who has completed five years of service on 1st April 1958 shall insure his life within a period of two years from the 1st April 1958.

Provided further that if a teacher (including a supervisor of Elementary schools) has already taken out an insurance policy for the minimum amount specified above and if it is unencumbered, he need not take out a fresh policy under this rule.

5. When a teacher included in item 1 of the Table in rule 4, is appointed to a post included in item 2 thereof, he shall, within six months of such appointment, effect additional insurance, so as to bring his total insurance to cover the minimum appropriate to his new category. Similarly when a teacher belonging to the said item 2 is appointed to a post included in item 3 thereof he shall, within six months of such appointment, effect additional insurance so as to bring his total insurance to cover the minimum appropriate to his new category. No such additional insurance need, however, be effected in cases where in the opinion of the District Educational Officer (or the Inspectress) the teacher's chances of holding the post in the higher category are not such as to enable him to finance the policy for the higher amount.

Note—Rules 4 and 5 shall not apply to a teacher who is wholly rejected for insurance as a 'bad life' or who has completed the age of 40 years, or to teachers belonging to the religious orders who have been exempted from subscribing to the provident fund for teachers.

6. A teacher who fails to comply with the provision of rules 4 and 5 shall forfeit all his service prior to the date of insurance for purposes of pension.

7. A subscriber may, at his option, withdraw annually from the portion of the accumulations in his provident fund representing his own subscription including interest thereon, the amount required for payment of life insurance premia. The government will not make any payments on behalf of subscribers to the Insurance Corporation or to the Postal Life Insurance direct nor take steps to keep a policy alive. The insurance policies shall be produced once a year for inspection by the Inspecting Officers of the Education Department.

Provided that in respect of teachers employed by District Boards and Municipalities, the procedure prescribed in rule 10 of the Rules for the working of the provident fund maintained by the District Boards and Municipalities may be followed and the policy assigned in favour of the executive authority or such person as the District Board or Municipality may from time to time appoint for this purpose. It shall be sufficient in these cases if a certificate issued by the District Board or Municipality in favour of the teachers to the effect that they have taken out a policy and it is kept alive is produced at the time of inspection by the Inspecting Officers of the Education Department.

8. A policy taken under these rules may be assigned to any member of the subscriber's family but not to anyone else as a gift or for value received.

Note—For the purpose of this rule the term 'family' shall have the same meaning as in rule 4(1) (iii) of the Madras Contributory Provident Fund Pension Insurance Rules, 1950.

IV—PENSION AND GRATUITY

9. The age of compulsory retirement shall be 60 years in the case of trained teachers in aided Elementary schools and Anglo-Indian schools and 55 years in the case of trained teachers employed under local bodies, Aided Secondary schools, Aided Training and Special schools. In the case of trained teachers under Aided Elementary schools who are retired at the age of 55 years in accordance with the rules framed by those managements, the age of compulsory retirement shall be 55 years.

Provided further that a trained teacher who, having attained the age of compulsory retirement as defined above prior to 1st April 1955 was actually in service in the same or in any other school on 1st April 1955 shall be eligible for pension subject to the condition that service put in by him beyond the date on which he attained the age of 60 will not be reckoned for purpose of pension.

Provided that nothing in this rule shall preclude the retention in service of any person who has completed the age of 55 years or 60 years as the case may be in accordance with the rules and orders in the matter; but such retention shall, for the purpose of these rules, be treated as re-employment after retirement, and during such period of re-employment, he shall not be entitled to any pension.

Note—The authority competent to sanction pension should specify clearly in the pension applications of teachers who retired from aided schools at the age of compulsory retirement adopted by the schools.

10. (a) In computing the length of service for calculation of pension and gratuity, temporary, officiating and permanent service shall be reckoned as qualifying service.

(b) If there are breaks in service on account of any reason such breaks shall not have the effect of forfeiting the past service provided the teacher had been discharged or retired as per rules and orders.

(c) Leave without pay, suspension allowed to stand as a specific penalty, overstayal of joining time or leave not subsequently regularized and periods of breaks shall not be reckoned as qualifying service.

(d) In computing the qualifying service, service under all managements, viz., government, local bodies and aided schools shall be taken into account.

11. Leave with allowances (except casual leave and vacation which are treated as duty) shall be allowed to count as qualifying service to the extent provided under Article 408 of the Civil Service Regulations.

12. (a) A teacher shall be eligible for payment of pension or gratuity, as the case may be:

(i) on retirement by reason of his attaining the age of superannuation under rule 9, or on voluntary retirement after completing a qualifying service of 30 years, or

(ii) on discharge due to the abolition of the post; or

(iii) on discharge due to invalidation on medical grounds; or

(iv) on retirement on the date of commencement of the school year just preceding his completion of 55 years or 60 years as the case may be in order to avoid dislocation in the middle of the school-year.

Note—The rules regarding medical certificates in the Civil Service Regulations shall be followed in the case of invalidation on medical grounds.

(b) A teacher shall be eligible for pension if he has rendered a total qualifying service of 10 years or more and discharged or retired as per rules and orders. In the case of teachers of Elementary schools coming under category I of rule 2 and those coming under items (a) to (1) of category II of the said rule in Secondary schools; items (d) to (k) of category III of the said rule in training and special schools and items (e) and (f) in category IV of the above rule in Anglo-Indian schools the pension for each such completed year of service shall be calculated at 1/120th of the average emoluments drawn during the last three years of his service subject to a maximum of 30/120th of his average emoluments. In the case of teachers coming under items (m) to (w) of the said category II in Secondary schools, items (a) to (c) of the said category III in training and special schools and items (a) to (d) of the said category IV in Anglo-Indian schools, pension shall be paid at the rate of Rs. 30 per mensem for thirty years of qualifying service. A special additional pension of Re. 1 for each year of active service as headmaster subject to a maximum of Rs. 5 may be given to Headmasters of High schools, Secondary Training schools, Nursery and Pre-Basic Training schools, Oriental High schools and of Anglo-Indian High schools, who retire as headmasters. If the total period of qualifying service is less than thirty years but not less than ten years proportionate pension may be given.

(c) On retirement, or discharge as per rules and orders, if the qualifying service falls short of 10 years but not less than 5 years, a gratuity equal to one half of a month's emoluments for each completed year of service shall be paid to teachers in Elementary schools in the said category I and teachers coming under items (a) to (l) of category II in Secondary schools, items (d) to (k) of category III in training and special schools and items (e) and (f) of category IV in Anglo-Indian schools, referred to in rule 2. No gratuity shall be admissible to a teacher who has put in a qualifying service of less than 5 years.

Note 1—The terms 'emoluments' and 'average emoluments' shall refer to the actual pay drawn, including special pay and temporary or officiating pay, but excluding all allowances, which are in the nature of compensatory allowances. Where, however, the actual pay drawn is in excess of the maximum of the government scale of pay the maximum of the government scale of pay should be taken into account. If the increments allowed by the management are more favourable than those prescribed in government scales of pay, the rates of pay actually drawn, so long as they are within the maximum of the scale of pay prescribed by government shall be taken into account.

Note 2—For the purpose of calculation of average emoluments during a period of leave, suspension, etc. the provision in Articles 486 and 487 of the Civil Service Regulations shall *mutatis mutandis* apply in the case of those coming under these rules.

Note 3—Service as headmaster should be continuous for the period for which the special additional pension is claimed. Leave periods, other than leave without pay, if any, taken during service as headmaster shall count for special additional pension provided that a certificate is furnished by the sanctioning authority to the effect that he would have continued to serve as headmaster but for his going on leave.

Note 4—The duty allowance given to Headmasters in all Elementary schools may be taken into consideration for purposes of calculation of pension, provided that in the case of Headmasters in aided Elementary schools who are paid duty allowance in excess of the rates applicable to Headmasters in local body schools only the portion of the duty allowance equal to that sanctioned to Headmasters in Elementary schools under local bodies shall be taken into account for purposes of pension.

13. The service put in by a teacher before he has completed 20 years of age, shall not qualify for pension or gratuity.

14. War service or military service rendered by a teacher shall also count as service qualifying for pension, to the extent provided in Articles 356, 357-A and 357-C, Civil Service Regulations, and the liability on that account shall also be borne by the government.

15. The authority competent to sanction the pension or gratuity of a teacher may, at his discretion, condone a deficiency up to a maximum period of twelve months in the qualifying service if the qualifying service exceeds nine years but falls short of ten years in the case of grant of pension and exceeds four years but falls short of five years in the case of grant of gratuity.

16. The pension shall be subject to such reduction as may be found necessary for unsatisfactory work and conduct during the period of service of a teacher.

17. The pension found admissible may be sanctioned by the District Educational Officer, the Inspectress of Girls Schools or the Inspector of Anglo-Indian Schools as the case may be in respect of trained teachers employed in their respective jurisdiction after necessary check. On receipt of sanction, together with the connected documents in his office the Accountant-General shall after due verification and check, issue the pension payment order to the person concerned. In case of delay, the payment of an anticipatory pension may be authorised by the Accountant General. Cases requiring the grant of any concessions not contemplated in these rules shall be submitted to government for their orders.

18. There shall be no commutation of pension sanctioned under these rules.

19. The scheme of compassionate gratuity shall not be applicable to teachers.

20. Any temporary increase in pension shall not be admissible to teachers.

ANNEXURE VI

A Survey of Primary Teachers in Asia

In 1959, Unesco conducted a survey of Primary Education in 15 countries of the Asian Region and the findings thereof were placed before the Karachi meeting of the Asian Member-States in December 1959—January 1960 in the form of a supporting document. Chapter IV of this document which deals with Primary teachers has been reproduced here as it is likely to be of use to students of teacher education in India. The Ministry of Education is grateful to Unesco for permission to reproduce the document here.

The teacher is the most important functionary in a programme of universal Primary education and the provision of well-educated, well-trained and well-paid teachers is the best method of securing good Primary education for children. In every programme of universal Primary education, therefore, top priority has to be given to the programmes for the improvement of teachers.

2. *Minimum Qualifications*—Of the various problems connected with teachers, the minimum conditions prescribed for their general and professional education may be taken up first for consideration. In this sector, the existing position in the different countries can be seen from Table No. I.

TABLE NO. I

General Education and Professional Training of Primary Teachers

Country	Minimum Qualifications in General Education	Duration of the Training course
1. Afghanistan ..	Completion of Class IX	Three years.
2. Burma ..	Completion of Class VII	One year.
3. Cambodia ..	Completion of the six-year Primary school ..	Four years.
4. Ceylon ..	Graduation from a Secondary school ..	Two years.
5. India ..	Graduation from a Secondary school (This is lowered to a completion of the Middle school course in rural areas and in the case of women teachers).	Two years in some areas and one year in others.
6. Indonesia ..	Completion of the six-year Primary school ..	There are two types of training institutions at present: the first provides a four-year course and the second a six-year course which is equivalent to the three years of the lower Secondary school and three years of teacher training proper. It is proposed to abolish the four years course with effect from 1961.

TABLE NO. I—*contd.*

1	2	3
7. Iran ..	Graduation from a Secondary school (or completion of Class IX with training).	Two years (one year for tribal schools).
8. Korea ..	Completion of the Middle school (It is proposed to raise this qualification to graduation from High school with effect from 1960).	Three years. (This will be reduced to two years when the minimum qualification is raised to graduation from a High school).
9. Laos ..	Completion of the six-year Primary school (Even this is lowered in some cases).	Four years.
10. Malaya ..	(i) Six years of Primary and five years of Secondary education.	Two years.
	(ii) Six years of Primary and three years of Secondary education.	Three years.
11. Nepal ..	Graduation from Secondary school. (This is lowered to completion of Middle school in rural areas. In hilly tracts, even lower qualifications have to be accepted).	One year.
12. Pakistan ..	Graduation from a Secondary school (lowered where necessary, and particularly in rural areas, to the completion of the Middle school).	Two years in same cases and one year in others.
13. Philippines ..	Graduation from Secondary school	Two to four years.
14. Thailand ..	Completion of the Secondary school	Two years.
15. Viet-Nam ..	Completion of the Junior Secondary school ..	One year.

3. In Laos, there is a great dearth of suitable teachers due to the fact that most of the Primary schools have three classes only and the number of Primary schools with all six classes is very small. Consequently, not enough people complete the six-year school. Moreover, Secondary education is not adequately developed in Laos. In the whole country, until 1946, there was only one Secondary school and now their number has increased to six. This small number is due to the fact that the entire staff of the Secondary school had to be French and it is only now that it is possible to use Lao personnel for Secondary schools. Consequently, persons who have received Secondary education were too few to be available as teachers. In Afghanistan also, conditions are similar and there is an acute shortage of teachers, especially women teachers. In Burma there is no shortage of teachers; but as Secondary education has not developed adequately, the minimum qualification for teachers is the completion of Class VII only. In India, the general policy is to recruit teachers who have completed the Secondary school, but difficulties are created by three factors:

(i) Secondary education is not adequately developed in villages, hence a lower qualification has to be prescribed for rural areas;

(ii) not enough girls who have completed Secondary school are available. Hence the minimum qualification is lowered in their case also; and

(iii) persons who have completed the Secondary school are often unwilling to go to work in villages. They join other services which pay better. As a result, people with lower qualifications have often to be selected as a necessity.

The conditions in Pakistan are similar. In Iran also, the situation is generally the same, although the teachers' salaries are very good. In Ceylon, there is a shortage of teachers in certain subjects such as English, Science, Handicrafts. etc. Prior to 1948, the large bulk of the schools were Sinhalese and Tamil and their standard of education was far from high. The government is now trying to raise their standard to that of English schools and this has created a great shortage of teachers of certain special subjects. This is, however, a passing phase and the situation is expected to come back to normal very shortly. In Indonesia, graduates from Secondary school are not available in sufficient numbers; but this deficiency is made up by having a six-year course of training. In the Philippines, there is no shortage of teachers. In fact, there was such an over-production of trained teachers that steps had to be taken to control it. In Korea also, there is no dearth of teachers and all teachers are trained. This is because teachers' salaries are high—about 30 per cent more than those of other government officials of similar qualifications and status.

4. The following general conclusions emerge from this study:

(i) The general trend now seems to be that a Primary teacher should have completed the Secondary school and should have received a further training of two years at least. Alternatively, it may be said that a Primary teacher should have received at least twelve years of schooling. This is a good target and States which have prescribed lower minima at present may consider the desirability of revissing their standards in the light of this target. It would be necessary to draw up phased programmes to reach the goal in a prescribed period.

(ii) The problem of Secondary education is intimately connected with the progress of universal Primary education because it is the Secondary schools which will have to provide the teachers required for Primary schools. States which up to now have not developed the Secondary education sector will have to take early measures to expand it so that the programme of compulsory education will not suffer, quantitatively or qualitatively for lack of suitable teachers.

(iii) Special measures will have to be adopted to spread Secondary education in rural areas and among women in order to obtain the requisite personnel of women teachers or teachers for rural areas.

(iv) The prescription of higher minimum qualifications must be accompanied by a corresponding increase in salary. Graduates of Secondary schools have a large number of

openings before them. In order to attract them in sufficient numbers to the teaching profession (and especially to attract the more talented), it is necessary to pay the teachers on a scale comparable with other government employees with similar qualifications.

(v) There is really no basic shortage of teachers in the sense that a sufficient number of persons qualified for entry into the profession are not available except in (a) areas like Laos where Secondary education is in its infancy, or (b) in rural parts of countries like Iran or India, or (c) in respect of women teachers as in Afghanistan or Pakistan. In spite of this happy basic situation, the number of teachers employed in many parts of this region is not adequate to cope with the rising enrolment in Primary schools and it is also felt that the level of talent and attainment in the profession leaves much to be desired. These shortages of numbers and level of talent are really financial issues and arise from two factors: (a) the State does not have the funds to employ teachers although, on the one hand, qualified persons are looking for jobs and, on the other hand, hundreds of children are knocking at the doors of schools for admission, and (b) the scale of pay offered to teachers is so low that the best talent is driven away from the profession. Adequate action in both these sectors is necessary if primary education is to improve and advance.

5. *Proportion of Trained Teachers*—In all programmes of universal Primary education, it is a major responsibility of the State to provide for the training of teachers and the ultimate target to be reached is that *all* teachers should be trained. This policy is now accepted in all the countries of this region and the level of present achievement can be seen from Table No. II.

TABLE NO. II

Trained and Untrained Primary Teachers

Country 1	Total No. of Teachers 2	Total No. of Trained Teachers 3	Percentage of Trained Teachers 4
Afghanistan	3,220	2,250	70
Burma	34,431	23,946	70
Cambodia	13,247	Data not available.	
Ceylon	61,935	43,330	70
India	710,139	442,147	62
Indonesia	176,653	135,175	78
Iran	37,638	10,239	27
Korea	61,045	60,645	100
Laos	3,083	Data not available.	
Malaya	36,509	19,095	52
Nepal	4,500	1,700	38
Pakistan	111,900	80,424	72
Philippines	99,256	91,633	96
Thailand	93,602	37,050	43
Viet-Nam	Data not available.		

6. Korea and the Philippines form the most advanced group in this respect. In Korea, every teacher is trained. In the Philippines, every teacher in a private school is necessarily trained; but the percentage of trained teachers in public schools is 92, the overall percentage of trained teachers being 96. Next comes a group of countries where 70 per cent or more of teachers are trained—Afghanistan, Burma, Ceylon, Indonesia and Pakistan. Then come the two countries where the percentage of trained teachers is 50 or above—India and Malaya. The last group in which the percentage of trained teachers is less than 50 includes Iran, Nepal and Thailand. It is, therefore, obvious that early steps will have to be taken in most countries of this region to increase the percentage of trained teachers.

7. *Facilities for Training*—The next question refers to the facilities provided for the training of teachers. Here, the following two issues arise:

(i) Who provides the training facilities? and

(ii) Is the present provision of training facilities adequate to meet the existing and estimated (say over the next 10 years) demand for trained teachers?

8. On the first of these issues, the practice varies from country to country. The State is the sole provider of these facilities in Afghanistan, Burma, Cambodia, Indonesia, Iran, Korea, Laos, Nepal, Thailand and Viet-Nam. In Malaya also, training institutions (except two small Catholic institutions which get no subsidy and which prepare teachers for lower Secondary schools) are State-owned. In Ceylon, there are 22 institutions with a total student population of 4,087. Of these, 10 with a student population of 946 are private and subsidized. In Pakistan and India, private enterprise plays a similar minor role. In the Philippines, on the other hand, fifteen training institutions are provided by government, two are private but subsidized by the government, and 288 are private and unsubsidized. It may, therefore, be said that, by and large, the State is either exclusively or primarily responsible for the training of Primary teachers in this region. The Philippines would be the only exception to this statement and the peculiar conditions here are entirely due to historical reasons.

9. The existence of private training institutions sometimes creates problems which have to be considered, especially when the number of such institutions happens to be very large, as in the Philippines. To begin with, the private institutions are often unable to maintain sufficiently high standards. Not infrequently, the admissions to training institutions are not made on proper considerations and in most cases the tendency to increase the output of trained teachers becomes dominant without any reference to the employment potential. The existence of these evils, however, does not mean that private effort should be banned in this field. It has a legitimate place of its own and very often it can do very useful pioneer work which would not ordinarily be possible in government institutions. All that is suggested here is the need to regulate it on proper lines. Adequate provision for this purpose would have to be made in the Education Codes of those countries which permit private enterprise in this field.

10. Turning to the second issue, the extent to which full-time training facilities are provided at present can be seen from Table No. III.

TABLE NO. III

Provision of Full-time Training Facilities

Country	Provision of Full-time Training Facilities	Approximate Annual Output of Trained Teachers
Afghanistan ..	There are three teacher-training institutions—two for men and one for women. No immediate plans for expansion.	200
Burma	There are six teacher training institutions. No plans for expansion.	2,000
Cambodia ..	There are two teacher training institutions. No immediate plans for expansion.	500
Ceylon	There are twenty-two teacher training institutions. No plans for immediate expansion.	2,000
India	There are 916 teacher training institutions (1956-57). Plans have been sanctioned to increase this number by about 25%.	60,000 (It is proposed to increase this to 100,000).
Indonesia ..	There are 755 teacher training institutions.	30,000
Iran	There are four teacher training institutions. Plans for expansion are under preparation.	1,800
Korea	There are 18 teacher training institutions.	3,600
Laos	There is only one teacher training institution. ..	50 (It is proposed to expand this to 200).
Malaya	There are 15 teacher training institutions.	2,000
Nepal	There is only one teacher training institution. It has, however, eleven peripatetic teams which operate in different parts of Nepal. No immediate expansion planned.	1,000
Pakistan ..	There are 94 teacher training institutions. There are plans to increase output by about 2,000 per year.	8,000
Philippines ..	There are 305 teacher training institutions.	3,800
Thailand ..	There are 29 teacher training institutions. There is a ten-year plan of expansion.	2,800
Viet-Nam ..	There is only one teacher training institution. ..	1,600
	There are also eight normal school classes attached to government secondary schools and one normal school class for mountain tribes.	

11. It may be stated that Korea and the Philippines have no problems in this regard. Both have almost reached the target of universal education and in both the existing provision of training facilities is adequate to meet the present and future demands. In almost all the other countries a fairly large-scale expansion of existing training facilities is needed if the goal of universal Primary education of at least seven years is to be reached within the next 15 to 20 years. In Afghanistan, the estimated number of children in the age group 6—12 is estimated at 1,200,000. She will, therefore, need about thirty thousand teachers (there are about 3,000 teachers at present) in a period of 15—20 years. This implies an output of about 1,500 to 2,000 teachers a year as against the existing output of 200 teachers. In Burma, the existing provision is enough to meet the present demand. But if the duration of the Primary course is to be lengthened to seven years and the duration of the training course is to be raised to two years, the existing output will have to be nearly trebled. In Cambodia, Primary education has to be largely expanded. The present output of 500 teachers a year is, therefore, extremely inadequate and will have to be increased several times. Ceylon needs a good deal of expansion in her training programme to keep pace with the increase in school enrolment (estimated at 1.5 millions a year). India has a large provision of training facilities which are proposed to be very greatly expanded in the near future, but her needs are still greater. It is estimated that 5,00,000 additional teachers are needed for the third Five-Year Plan (1961—66) and this number will increase considerably when the duration of the Primary course is raised to seven years. Since the increase of the population of children in the age group 6—11 is estimated at about one million a year, about 25,000 teachers are required to meet the natural increase in enrolment. The magnitude is not the same, but similar conditions also exist in Indonesia, Iran, Pakistan and Viet-Nam. In Laos, the existing conditions are almost similar to those in Afghanistan. Thailand has already undertaken a programme of extending the duration of Primary education to seven years and this will greatly increase the demand for additional trained teachers. In Malaya also, a fairly large expansion of training facilities is needed in the near future. Nepal has a large annual output of trained teachers at present; but if universal compulsory education is to be introduced, she may need about 30,000 teachers during the next 15 to 20 years. It is, therefore, clear that the existing teacher training programme, large as it is, will have to be increased still further. The conclusion becomes inevitable that the provision of additional facilities for teacher training is a very important major need of this region at present.

12. In the absence of adequate facilities for teacher training, many of the countries of this region are now having recourse to emergency teacher training programmes. In Burma, for instance, a two-month training was provided to all new teachers in the first instance and they are now being gradually recalled for a full time training of one year. In Cambodia, newly recruited teachers are given training for one month before they are sent out to the schools. Special courses of one year's duration are organized for monks who teach in the Pagoda schools. In India, an orientation course of 6 to 10 weeks is given in some states to newly recruited teachers. In Indonesia, short

courses as well as correspondence courses have been introduced on a fairly large scale. Malaya also has recently started correspondence courses. In Laos, a three months' course is given to new teachers immediately on recruitment. But it is obvious that such make-shift arrangements can never be an answer to the problem and it is high time that programmes for providing adequate teacher training facilities in all these countries were taken up in earnest.

13. It is not only a quantitative expansion of teacher training institutions that is needed at this moment. Even from the qualitative point of view the existing arrangements for teacher training leave much to be desired. The quality of teaching in the schools depends very largely upon the quality of teacher training and from this point of view good training institutions become a very powerful means of raising standards in education.

14. In judging the suitability of the arrangements for teacher training, the following factors need to be considered: (1) the teacher-student ratio in the training institutions; (2) the qualifications of teacher educators; (3) the quality of equipment, including libraries; (4) the curriculum in these institutions; and (5) the methods of teaching used. Each of these factors will be considered at this stage.

15. *Teacher-Student ratio*—There is a general tendency, at a time when efforts are being made to expand the facilities for teacher education, to lose sight of the teacher-student ratio that should be maintained in the interests of the quality of training. This is a danger that needs to be guarded against. Table No. IV gives the teacher-student ratio for the fifteen countries included in this survey.

TABLE NO. IV

Teacher-Student Ratio in Teacher Training Institutions

Country	No. of Teachers	No. of Students	Ratio
1. Afghanistan	50	818	1 : 16
2. Burma	130	2,828	1 : 22
3. Cambodia	42	1,303	1 : 31
4. Ceylon	221	3,455	1 : 16
5. India	6,721	83,218	1 : 12
6. Indonesia	8,778	96,768	1 : 11
7. Iran	352	3,404	1 : 9
8. Korea	395	10,952	1 : 27
9. Laos	15	255	1 : 17
10. Malaya	195	5,730	1 : 29
11. Nepal	35	646	1 : 18
12. Pakistan	440	8,116	1 : 18
13. Philippines	1,387	14,058	1 : 11
14. Thailand	537	8,686	1 : 16
15. Viet-Nam	23	1,841	1 : 15

16. It will be seen from this table that the following countries have a teacher-student ratio between 1: 10 and 1: 15, which may be regarded as an adequate ratio for primary teacher training institutions: India (12); Indonesia (11); Iran (9); Philippines (11); Viet-Nam (15). Under the category of countries having a ratio between 1: 16

and 1: 20 are the following: Afghanistan (16); Ceylon (16); Laos (17); Nepal (18); Pakistan (18); Thailand (16). The remaining countries all have a higher ratio than this: Burma (22); Cambodia (31); Korea (27); Malaya (29). Efforts will have to be made by countries with a high teacher-student ratio to reduce it in the interests of a better quality of teacher education.

17. The second factor that affects the quality of teacher education are the qualifications of teacher educators. These are set out in Table No. V.

TABLE NO. V

Qualifications of Teachers in Primary Teacher Training Institutions

Country	Qualifications
1. Afghanistan ..	A university degree *plus* qualifications in education.
2. Burma ..	A university degree, *preferably with* a teaching degree.
3. Cambodia ..	(*i*) 10 years' schooling *plus* professional experience and educational observation abroad;
	(*ii*) High School certificate;
	(*iii*) A university degree.
4. Ceylon	A university degree *plus* a degree or diploma in education, *preferably with* some teaching experience.
5. India	A university degree *plus* a degree or diploma in education and generally some teaching experience.
6. Indonesia ..	*For staffs of SGB's—*
	(*i*) B I—3 years' training after Senior High school or after SGA.
	(*ii*) PGSLP—2 years' training after Senior High school.
	(*iii*) SGA—6 years' training after Primary school.
	(*iv*) SGB—4 years' training after Primary school *plus* a great deal of experience.
	For staffs of SGA's—
	(*i*) B.A. in Education.
	(*ii*) BII—3 years' training after B I.
	(*iii*) BI
	(*iv*) SGA plus 2 years' training (in Dutch times).
	(*v*) I year of the university.
7. Iran	A degree in pedagogy from a higher teacher training college.
8. Korea	A degree with courses in education plus at least four years' experience.

TABLE NO. V—*contd.*

Country	Qualifications
9. Laos	A university degree.
10. Malaya ..	(*i*) For an Assistant Lecturer—School certificate *plus* 2 years' training at a training college.
	(*ii*) For a Senior Lecturer—An honours degree *plus* a diploma or certificate in education.
11. Nepal	A university degree *plus* a degree or diploma in education.
12. Pakistan ..	A university degree *plus* a degree or diploma in education.
13. Philippines ..	(*i*) *For teachers of general and professional education courses*—
	A post-graduate degree (M.A. or M.S.) with a major in the special field *plus* senior teacher civil service eligibility *plus* at least 3 years' teaching experience.
	(*ii*) *For teachers of non-academic courses* (e.g. practical arts and music)—
	A university or college degree with at least 18 semester hours of credit in education.
14. Thailand ..	(*i*) A High school certificate *plus* two years' training.
	(*ii*) A university degree *plus* a degree or diploma in education.
	(*iii*) A four-year degree course in education.
	(*iv*) *For teachers of special subjects such as Home Economics or Physical Education*—A qualification from a special training college.
15. Viet-Nam ..	(*i*) A university degree from France.
	(*ii*) Graduation from a French normal school.
	(*iii*) A High school certificate.

18. In some countries in this region the qualifications have been kept quite high. Afghanistan, Ceylon, India, Nepal and Pakistan all invariably require a university degree plus a diploma or degree in education. Iran, Korea and the Philippines require a university degree in education, based on a four-year course. Both these categories of qualifications may be regarded as adequate for teachers in primary training institutions. In Burma and Laos a teacher educator is required to possess a university degree but is not always required to have a degree or diploma in education. In the remaining countries, although some members of the staff may possess the qualifications referred to above, others have lower qualifications. In Cambodia, a teacher educator may be a person who possesses a university degree or a High school certificate, or he may be a person who has had 10 years' schooling plus professional training. In the last case, however, an attempt is made to give him experience of educational observation abroad. In Indonesia, because of the very rapid expansion of Primary education in the last few years, the qualifications of teacher

educators are comparatively low, as the table indicates. There is at the moment only a small sprinkling of university graduates in education. In Malaya, a Senior Lecturer in a training institution is required to have an honours degree plus a diploma or certificate in education. But an Assistant Lecturer need only have followed a two-year course of training after the school certificate. In Thailand, teachers in primary training institutions are a mixed lot: some have a university degree and a qualification in education. Others have a degree in education based on a four-year course, and still others have done only a two-year course of training after High school. In Viet-Nam, too, the qualifications range from a university degree to graduation from a French normal school and still lower to a High school certificate. It would appear, therefore, from the above review that there is a fairly marked disparity between the qualifications required of teacher educators in some countries and those required in others. The difficulty in the countries where qualifications are low appears to be a lack of candidates for training possessing the kinds of qualifications that would otherwise have been regarded as desirable.

19. The quality of equipment in training institutions is the third factor affecting the quality of training. Generally, it may be said, the teacher training institutions in this entire region are poorly equipped both in respect of libraries and in respect of teaching aids. All that can be said in this regard is that ways and means will have to be found to equip them better. They need to have better classroom arrangements, better libraries and laboratories and well equipped craft shops and home economics departments. The possibility of eliciting the help of Unesco and other international organizations for this purpose will have to be explored.

20. Table No. VI sets out very briefly the curricula of teacher training institutions in the different countries of this region.

TABLE NO. VI

Curricula of Teacher Training Institutions

Country	Curriculum	Proportion of time given to academic subjects and professional training
1. Afghanistan	Principles of Education; Theoretical and Practical Agriculture; Physics; Chemistry, Biology; Theology; English; Pushto; Persian; Hygiene; Contemporary Afghanistan; Subjects of the Primary School curriculum; Practice Teaching; Studies and Practical work relating to Rural Development work.	Data not available.
2. Burma ..	1. Education (Theory and Practice); Educational Psychology; Teaching of Burmese; Social Studies, Mathematics and General Science. 2. Study of the school subjects.	Do.

TABLE NO. VI—*contd.*

Country	Curriculum	Proportion of time given to academic subjects and professional training
3. Cambodia ..	*In the one-year course after Matriculation—*	
	Cambodian Language; Cambodian Culture and Civilization; French; Mathematics; Natural Sciince; History; Geography; Moral and Civic Instruction; Psychology; Pedagogics; Home Economics (for women); Drawing; Physical Education; Voice Training.	Academic—65% Professional—35%
	In the four-year course after the Primary School—	
	Education; Cambodian, French, English, Social Sciences; Music; Art; Physical Education; Mathematics; Hygiene; Health; Geology; Botany; Zoology; Physiology; Anatomy; Physics; Chemistry; Practical Work in Domestic Science; Manual Work; Agriculture and Animal Husbandry.	Out of 34 hours per week, 2, 4, 6 and 22 hours respectively are devoted to professional training in the I, II, III and IV years.
4. Ceylon ..	Education and Elementary Psychology; Language; Literature; English as a second Language; General Science; Social Studies; Arithmetic or Mathematics; Health Education; Physical Education and Physical Training; Art; Music; Dancing; Home Science; Handicrafts and Religion. In the second year, specialization in selected subjects.	Academic—40% Cultural—20% } % 60 Professional (Theory)—15% Practice Teaching—25% } % 40
5. India ..	Educational Psychology; School Management; General Methods; School Organization; Health and Community Living; Crafts; Some study of subject matter.	Academic—25 to 33% Professional (Theory) 33 to 50% Practice Teaching 25 to 33%.
6. Indonesia ..	*Common subjects for four-year and six-year curricula—*	
	Education; Practice Teaching; Indonesian; Local Language; English; Mathematics; Arithmetic; Physics and Chemistry; Biology; Geography; History; Structure of Government; Writing and Drawing; Singing; Handicrafts; Physical Education; Domestic Science or Scouting.	Academic—83% Professional—17%
	Additional Subjects—	
	(i) In the four-year Curriculum: School Administration;	
	(ii) In the Six-year curriculum: Economics and German.	
7. Iran ..	Persian; Arabic; Mathematics; Natural Sciences; Hygiene; History; Geography; Foreign Language; Religion; Drawing; Handicrafts; Educational Psychology; Methods of Teaching; Morals and Sociology; Practical Teaching.	Academic—68% Professional—32%

TABLE NO. VI—*contd.*

Country	Curriculum	Proportion of time given to academic subjects and professional training
8. Korea ..	National Language; Social Studies; Pedagogics; Philosophy; Mathematics; Science; Physical Training; Military training; Vocational Subjects & Home Economics (for women); Music; Art; Foreign Language; Special Activities.	Academic—75% Professional (Theory)—20% Practice Teaching—5%.
9. Laos ...	Same as the curriculum of the first four years of a French Secondary School.	Data not available.
10. Malaya ..	Principles of Education, including Elementary Psychology; Methods of Teaching (General Theory); Special Methods as applied to the teaching of Music; Art and Crafts; Reading; Writing; Number; History; Geography; Malayan Studies and Elementary Science; National Language, English, and other Languages (optional) in both academic and pedagogic aspects; Health and Physical Education; Music; Arts and Crafts.	Study of languages—50% Other academic studies and Professional training—50%
11. Nepal ..	Professional Education; Personal Development; Professional Arts and Crafts; Study of the Primary School Curriculum; Sports and Games.	Data not available.
12. Pakistan ..	Principles of Education (including Educational Psychology); Methods of Teaching; School Management; Hygiene; a grounding in the Primary School Curriculum; Language and Literature; Arts and Crafts; Social Science; History; Geography; Citizenship.	Academic—40 to 50% Professional (Theory) 40 to 50% Practice Training—10 to 20%.
13. Philippines ..	I. English Grammar and Literature; Spanish Grammar and Literature; Filipino Language and Literature; Science; Mathematics; Social Science; Art; Music; Home Economics; Practical Arts; Philosophy; Psychology; Sociology; Health and Physical Education; Library Science; Educational Subjects. II. Curriculum of the Community School; the Language Teaching Process; Understanding the Learner; the Philippine Community School; Introduction to Education; the Philippine Educational System; Fundamental Education; Teaching English as a Second Language; Teaching in the Vernacular; Student Teaching.	Academic—73% Professional (Theory)—18% Practice teaching—9%
14. Thailand ..	Thai; English; Mathematics; Science; Education: Agriculture and Home-making; Social Science; Fine Arts; Health; Physical Education.	Data not available.
15. Viet-Nam ..	Practical and Theoretical Pedagogy; School Administration; Applied Psychology; Professional Morals; Directed Activities; Home Economics; Physical Education; French and Vietnamese; Moral and Civic Instruction; Hygiene; Singing; Drawing; Manual Work.	Academic—51% Professional (Theory)22% } 49% Practice Teaching—27% } 49%

It will be noticed that there are great variations in the curricula described. One explanation of these variations is the basic qualification of the candidates being trained in the various institutions. Another factor is the duration of the training course. Both these have been set out in an earlier table at the beginning of this Chapter, which may be consulted in this connection.

21. An important point of difference in the various curricula detailed above is the proportion of time given to academic subjects and to professional training. In some countries, the professional part of the course gets very little attention. Instances of this are Indonesia (17 per cent); Korea (25 per cent); Philippines (27 per cent). It is not possible to lay down any uniform proportion of time that should be devoted to professional training as this will depend upon a number of other factors such as the duration of the course, the minimum qualifications of the trainees and the load of academic or cultural studies that is considered to be necessary for the trainees. If the course is spread over as many as three or more years, the overall proportion of time to professional training could be somewhat reduced. Similarly, if the load in the cultural part of the course is heavy, which it will be when the qualifications of the trainees are low, the time available for professional training will also be reduced Care should be taken, however, to maintain a proper balance between these two aspects of the training courses and to see that the professional training does not suffer at the expense of the cultural training.

22. Another point of difference in the various curricula in use in these countries is the varying emphasis on subjects like music, art and home science. In some countries there does not appear to be enough emphasis on these activities which should really form an important part of the Primary school curricula. If these subjects do find some place in the curricula of training institutions in some of these countries, they are included among the extra-curricular activities, with the result that very little attention is paid to them because they are not taken by teachers who have been especially trained for the purpose. Yet another subject that does not get equal emphasis in all the curricula is "moral instruction" which also occupies an important place in the Primary school curricula. These are some of the areas that will need to receive greater attention when the curricula of teacher training institutions are taken up for careful revision.

23. From the data available, it would appear that the practical aspect of the course of professional training does not always receive sufficient attention. The proportion of the total time available that is devoted to this aspect of training varies from 5 per cent in Korea to anything between 25 per cent and 33 per cent in India. There is a general feeling, however, that the training of teachers needs to be given a more practical bias than is prevalent today. It is also felt that this aspect of training should include, besides actual teaching in the classroom, a number of practical activities such as preparation of tests, the organization of extra-curricular activities, the conduct of community service, participation in community work, etc. Some of these important features do find a place in the curricula of teacher training institutions in some countries of this region; but they are far from being universal.

24. The survey revealed that there is great scope for improvement in the methods of teaching used in teacher training institutions. If Primary school teachers are to be expected to adopt progressive methods of teaching, it is essential that these methods should be exemplified in the work of the training institutions. A great deal more could be done in these institutions to encourage students to be more self-reliant and less dependent on lecture notes and prescribed textbooks. There is also scope for the introduction of other effective methods such as group or committee work, the project method and the seminar technique. If advances are to be made in this direction, it will be necessary to develop a special programme of training for teacher educators. This point will be discussed further in the Chapter on "Regional and National Programmes for the Development of Primary Education".

25. An important function of teacher training institutions is the conduct of research, and in this respect the existing institutions leave much to be desired. The type of research programme that needs to be developed in these institutions is a programme of action research having a direct bearing on the immediate day to day problems of Primary and compulsory education, such as (i) the incidence of wastage and stagnation and the ways and means that could be adopted to minimize it; (ii) the modification of the curriculum to relate it to local and community needs; and (iii) the preparation of teaching aids from locally available materials. For developing such research programmes, teacher educators will need to be adequately equipped, and this is a responsibility that will have to be borne by the higher institutions of teacher education in the various countries.

26. At present, the Primary teacher education institutions in this region are engaged to some extent in in-service training; but if the efficiency of Primary teachers, who in the past did not receive a satisfactory kind of training, is to be improved, the programmes of in-service training will have to be stepped up considerably. One way of doing this is to organize extension service departments in the training institutions which would work in very close collaboration with the members of the staff engaged in pre-service training. Another way of doing this is to have separate institutions whose sole or main function will be to organize courses, conferences, workshops and seminars. This kind of organization is being tried out in Pakistan, where some teacher training schools have been converted into schools for in-service training.

27. The foregoing discussion on the improvement of teacher education would appear to suggest the organization of directorates of teacher education with an administrative and supervisory staff sufficiently large and sufficiently competent to offer guidance and assistance to teacher education institutions in their three-fold task of pre-service training, in-service training and research.

28. One interesting fact which emerges from this survey is the use of foreign aid for teacher training. In Nepal, the present teacher training programme has been organized with the assistance of U.S.O.M., and in Laos, similar help is being made available. In Korea, a substantial part of Amrican aid was available for the establishment and improvement of normal schools. Since the expenditure on

teacher training forms only a small part of the total expenditure on Primary education and since its long range effect on the qualitative improvement of education is very great, it is obvious that the expansion and improvement of teacher training can be an important area for international assistance. It is felt that, if this would be forthcoming on an adequate scale, the countries of this region would be in a better position to expand and improve their teacher training programmes in the near future. This is also an area in which Unesco can play a significant role.

29. The following general conclusions emerge from the foregoing discussion:

(1) States which do not have adequate arrangements for teacher training at present should prepare programmes for the expansion and improvement of teacher training facilities, keeping in view their needs and requirements for the next 15 to 20 years.

(2) Top priority should be given to these programmes in all future plans for the expansion of Primary education.

(3) Unesco can play a very significant role in guiding the development of such a programme in several Member-States of this region.

(4) International assistance would be extremely desirable and helpful in developing this programme.

30. *Pay-Scales of Teachers*—In order to attract the right type of persons to the teaching profession and to retain them therein, it is absolutely necessary to provide a good pay scale for all teachers. A comparative study of the existing scales of pay and other emoluments of teachers in this region shows that the position varies considerably. In some States, teachers are really paid very well; and in others, they get very poor scales of pay which compare unfavourably with those given to other employees of similar qualifications. The following table shows the existing position of the remuneration of teachers in the different States of this region:

TABLE NO. VII

Scales of Pay of Primary Teachers

Country	Scales of Pay	Equivalenti n American dollars
Afghanistan ..	Teachers begin on Afghanis 481 per month. There are 13 grades of promotion. On the whole the salaries of teachers are 10% higher than those of other officials.	1 dollar=20 Afghanis.
Burma ..	The present scale of pay is Kyats 70-5-110 for assistants and Kyats 90-10-130 for Headmasters. In addition, they get a Cost of Living Allowance varying from K. 56·75 (for a basic salary of K.70) to K.86·50 (for a salary of K. 130). Teachers in the city of Rangoon get higher scales of pay.	1 dollar=4·80 Kyats.

TABLE NO. VII—*contd.*

1	2	3
Cambodia ..	There are three grades for teachers of Primary schools; salaries are according to qualifications. Each grade has 11 steps and normal promotion after two years for each step. Teachers of the lowest grade start at 25,500 Rials per month. When they get to the highest step they must pass an examination to get into next grade. The highest salary for the third grade Teacher or *Instituteur de l'Enseignement Complementaire* is 84,000 Rials per month. There are also other emoluments for wife, children, lodging, etc.	1 dollar=35 Rials.
Ceylon	The salaries of teachers are fixed on a yearly basis. The following scales are fixed at present:	
	Primary and Junior Trained Head Teachers—	
	1st Class (Large School) =Rs. 1,848 to Rs. 3,360	1 dollar =4·80 rupees
	1st Class (Small School) =Rs. 1,596 to 3,180	
	2nd Class (Large School) =Rs. 1,632 to Rs. 1,776	
	2nd Class (Small School)=Rs. 1,380 to Rs. 1,524	
	Assistant Teachers—	
	1st Class Rs. 1,272 to Rs. 3,000	
	2nd Class Rs. 1,056 to Rs. 1,200	
	Sinhalese or Tamil Teachers' Certificated Head Teachers—	
	1st Class (Large School) Rs. 1,728 to 2,520	
	1st Class (Small School) Rs. 1,488 to 2,280	
	2nd Class (Large School) Rs. 1,368 to 1,656	
	2nd Class (Small School) Rs. 1,128 to 1,416	
	3rd Class (Large School) Rs. 1,200 to 1,296	
	3rd Class (Small School) Rs. 960 to 1,056	
	Assistant Teachers—	
	1st Class Rs. 1,050 to 1,512	
	2nd Class Rs. 864 to 1,008	
	3rd Class Rs. 768 to 828	
	In addition to the above, the teachers get a cost of living allowance along with other Government servants. The scales compare favourably with those of other Government employees.	

TABLE NO. VII—*contd.*

1	2	3
India	There are 14 States and eight Union Territories and Centrally Administered Areas. There are a number of scales in each of these regions. It is, therefore, neither possible nor necessary to give all the scales of pay. The scales in force vary greatly. In a city like Bombay, the teachers get a scale of pay of Rs. 75 to Rs. 175 (exclusive of dearness and house rent allowances). In the rural areas, the lowest scale would be Rs. 30 to Rs. 50 (exclusive of dearness allowance). In a recent calculation made by the Ministry of Education, it was found that the average salary and allowances of a Primary teacher come to about Rs. 850 per annum. This remuneration compares unfavourably with that of other government employees.	1 Dollar=4·80 rupees
Indonesia ..	There are a number of scales; but the general idea of the remuneration of teachers can be had from the following: *Scale* — *Minimum Rp.* — *Maximum Rp.* CC2/I — 278 — 430 CC2/II — 316 — 696 CC2/III — 354 — 906 D2/I — 348 — 564 D2/II — 402 — 942 D2/III — 456 — 1171 In addition to the basic salary, teachers get several allowances such as marriage allowance, allowance for children, general dearness allowance and an allowance for costly areas. They also get a partial rebate on taxes. All these allowances add up to nearly the basic salary.	1 dollar=36 Rp.
Iran	The Assistant Teachers get a fixed monthly salary of 3,000 Rials. The qualified teachers get a monthly salary of 3,000 to 10,000 Rials.	1 dollar=75 Rials
Korea	The exact amount of salaries of teachers is not available. It is understood, however, that teachers get about 30% more than other government servants and are governed by a special law called "Educational Public Employees Law" which stipulates qualifications, duties, recompense, amenities, appointments and dismissals.	
Laos	Primary teachers are of two grades according to qualifications: Assistant Teachers and Teachers. They begin with 19,000 Kips a year and rise to 41,000 a year. In addition, they have allowances for wife, children, housing and dearness (according to area).	1 dollar=80 Kips

33. *Status of Teachers*—In the interests of good education, it is necessary to give the teachers as high a status in society as possible. If the teacher has a good status, he can do more to attract children into schools and retain them there than any law of compulsory education.

34. The status of a teacher depends upon several factors. Firstly, it depends on his own competence as a teacher and the zeal with which he discharges his duties. Secondly, it depends upon the service he renders to the community; and from this point of view, the recent attempt to broaden the school programmes by making the school a community centre have gone a long way in raising the status of teachers. Thirdly, the teacher's status also depends upon his economic condition and a country which gives a decent remuneration to teachers really makes a very good contribution to raising his status in society. In areas where the social status of teachers leaves something to be desired, action on the above lines is indicated to raise the dignity of the profession with a view to raising the standard of education itself.

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